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ABSTRACT

This report describes a training program designed to increase educators' awareness of sex bias and its consequences in education. A major objective of the program is to suggest strategies for increasing educational opportunities for girls and women. The training program was part of a two-year project undertaken by seven state education agencies (California, Alaska, Montana, Nevada, Washington, Idaho, and Oregon) to eliminate sex bias in education. The document is presented in three major sections. In Section I, seven workshops are described. Topics are awareness and damaging effects of sex discrimination, laws and assessment, strategies for ending sex discrimination in schools, curriculum development, sexist language, and defensive communication. The workshops require a total of 18 hours of training and can be presented either together or separately over a period of several weeks. For each workshop, information is presented on time, purpose, materials and equipment, room arrangement, advance preparation, overview, background for facilitators, discussion topics and questions, interpreting and reacting, and helping participants draft a group report. Handouts, references, definitions, and role-play scenarios are also included. Participants are involved in a variety of activities including analyzing and discussing selected readings, role playing, focusing on sexist advertising, identifying sex bias in various situations, and studying traditional sex roles. Section II presents a list of sex bias, equality, and awareness resources. The final section offers evaluation materials, including feedback sheets and tests. (DB)

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PROJECT AWARENESS

A MULTI-STATE LEADERSHIP PROJECT ADDRESSING SEX DISCRIMINATION ISSUES IN EDUCATION

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A TRAINING PROGRAM

Developed by

Feminists Northwest
Seattle, Washington

for

the State Education Agencies

of

Alaska *California* *Idaho*
Montana *Nevada* *Oregon*
Washington

DR. FRANK B. BROUILLET STATE SUPERINTENDENT OF PUBLIC INSTRUCTION OLYMPIA, WA. 98504

May, 1976

Second Printing, February 1977

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THE PROJECT AWARENESS TRAINING PROGRAM

Developed by:

FEMINISTS NORTHWEST

Audra Adelberger

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May, 1976

Revised, Second Printing, February 1977

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Superintendent of Public Instruction

DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

May - 1976

Dear Colleague:

A high priority of the Superintendent of Public Instruction is the development and dissemination of materials to promote equal opportunity for girls and women in education.

The following Training Program Manual was developed by Feminists Northwest of Seattle, Washington for the Multi-State Project: Project Awareness (Title V, Sec. 505, ESEA). The Project Awareness Training Program addresses sex discrimination issues in education and the manual includes materials for both trainers and participants.

The dissemination of the training program represents one component of Project Awareness, a project involving the state educational agencies of Alaska, California, Idaho, Montana, Nevada, Oregon, and Washington. The support and contributions of the Chief State School Officers and their representatives on the Project Awareness Policy Committee is appreciated.

It is my hope that this publication will be helpful to educators and citizens concerned with equality in education.

Sincerely,

Frank Brouillet

Frank B. Brouillet
State Superintendent
of Public Instruction

FBB:hh

PREFACE

Beginning in May of 1975, the Office of the Superintendent of Public Instruction was the administrator of a two-year Multi-State Project entitled Project Awareness (Title V, Sec. 505, ESEA). Project Awareness involves the state education agencies of Alaska, California, Idaho, Montana, Nevada, Oregon and Washington in a cooperative program to strengthen the leadership role of state education agencies in the elimination of sex bias in education and providing equal opportunities for girls and women in education.

A major component of the project was the development of a training program designed to increase the awareness of educators and school patrons of the extent and consequences of sex bias in education, and provide tools, techniques and change strategies for the development of programs designed to increase educational opportunities for girls and women.

Feminists Northwest of Seattle, Washington was selected by the Superintendent of Public Instruction to meet the challenge presented by this project: to develop a comprehensive training program concerning sex bias in education that could effectively meet the needs of the diverse populations represented in the participating states.

The Project Awareness Training Program consists of 18 hours of training divided into seven workshops which may be presented individually over a period of several weeks or as a three-day workshop. The materials for the implementation of this program include a manual of participant and trainer materials and a slide-tape presentation depicting common sex-role stereotyping practices in the classroom. The training program is designed to allow and encourage flexibility in the presentation of ideas and concepts and modification of activities to suit a particular audience. It is hoped that trainers using these materials will feel free to expand or modify the program to meet the particular needs of their communities.

The Superintendent of Public Instruction and the Multi-State Policy Committee are appreciative of the high quality of work represented in this document. Furthermore, we appreciate the timeliness of this project and the value of the training program to the efforts of state education agencies and school districts to implement state and federal regulations prohibiting sex discrimination in education. It is hoped that those who use the training program and materials will find them of value in their endeavors to provide equal educational opportunity for all young people regardless of sex.

Project Awareness
Policy Committee:

Roberta Dowell, Alaska
Rudy Liveritte, Idaho
Mary Leonard-Connor, Montana
Austin Haddock, Nevada
Sydney Thompson, Oregon
Rita Underwood, Project Officer,
Washington, D. C.

Beth Voorhees Wilke
Coordinator, Project Awareness
Supervisor, Equal Educational Opportunities
Superintendent of Public Instruction

Warren Burton, Director
Equal Educational Opportunities
Superintendent of Public Instruction

Dear Trainers,

This series of Project Awareness workshops will provide you with a basic framework for working with school personnel, parents, and other concerned citizens to ensure equal educational opportunity for both girls and boys. We see the workshops as developmental in nature: they begin by exploring what sex role stereotyping is and how it can limit the options or growth of children (and adults); they continue with an overview of federal and state laws and regulations as a background for assessing school policies and practices.

After participants have developed a sense of what kinds of changes are needed in their schools, and why, the workshops switch to a focus on how to begin to facilitate these changes. Participants are given an opportunity to practice making requests and handling refusals; they learn about how other people, as individuals or in groups, have brought about changes in sex discriminatory school practices.

The workshops then provide displays and resource lists of new materials for developing curriculum in sex role awareness and women studies, and participants experience one or more model classroom activities. One entire workshop is devoted to sexism in language, to extend participants' awareness of language as a sex-discriminatory socializing agent pervading all areas of education. The workshop series ends with more practice in effectively communicating requests for change.

You will find that these workshops can be used in a variety of ways:

1) They can be given sequentially over a 3-day period.

2) Or they can be given as 3 separate 6-hour days over a 2 or 3 week period.

3) Or they can be given as an 8-12 week in-service course, allowing participants time to create materials and do activities relevant to their needs. (Teachers, for example, can be asked to develop mini-units, try them in their classes, and report back on their experiences as the in-service course progresses.)

4) Or, if time is limited, specific activities can be selected from the workshop series. If, for example, a one-day 6-hour workshop is desired, you could use:

a.	Slide show and discussion (Workshop 1)	1 hour
b.	"Identifying Stereotypes" (Workshop 1) or "Benefits and Harms" (Workshop 2)	1 hour
c.	Title IX and Assessment (Workshop 3)	1 1/2- 2 hour
d.	Display table and review of classroom activities (Workshop 5)	1 hour
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Hello trainer (cont:)

Overall, the workshops are intended to be flexible. Options are suggested, and activities can be modified, added, or deleted, depending upon the needs and interests of participants.

We hope you have a good experience with these workshops---and we hope they go so well that they become unnecessary in just a few short years. We encourage you to share with us your experiences, reactions, and criticism as you use these materials.

Audra Adelberger, Deirdre O'Neill,
Sally Mackle, Susan Schacher

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Feminists Northwest is a non-profit education group working to end sex discrimination in schools and society.

WORKSHOP 1: AWARENESS; DEFINITIONS OF SEX DISCRIMINATION

Time: 2 to 3 hours

Trainers' pages are T 1-1 to T 1-9; handout materials are numbered H 1-1 to H 1-13

Purpose: To explore definitions and examples of sex discrimination, and to enable participants to gain experience in identifying stereotyped attitudes and behaviors.

Materials/Equipment Needed:

1. Sufficient copies of handouts (one for each participant):

   "Definitions"

   "Sexual Stereotypes Start Early" by Florence Howe

   "Sexism and Racism: Feminist Perspectives," *Civil Rights Digest* (entire issue) vol. 6, no. 3 (Spring 1974) (See References, T 1-6)

   "Interpreting and Reacting to Stereotypes"

   (Optional) "How to Name Baby: A Vocabulary Guide for Working Women"

2. Slide/Tape show, "Sex Discrimination in Public Schools"
   Slide projector, screen, cassette tape recorder

3. Large chalkboard and chalk

   Pads of paper (8 1/2 x 11) or clipboards with paper (one for each group of four people)

   Pens or pencils (one for each group of four people)

Room arrangement: Moveable chairs, first in semicircular arrangement for introduction of workshop and viewing slide show

Advance preparation:

1. Set up screen, projector, tape recorder for slide show.

2. Write directions for "Interpreting and Reacting to Stereotypes" on the chalkboard; cover until needed.

3. (Optional) Put the handouts, "Definitions"; "Sexual Stereotypes Start Early"; and *Civil Rights Digest* on a "Handouts Table" for participants to take and read before the workshop begins.

Overview:

I. Slide/Tape Show; Discussion	45-75 minutes
Break	10 minutes

II.	"Identifying and Reacting to Stereotypes"	45-90 minutes
III.	Description of Handouts	10 minutes
IV.	(Optional) Poem, "How To Name Baby"	10 minutes

SUGGESTED INTRODUCTION TO WORKSHOP

"We'd like to welcome you to the first in a series of workshops designed to increase our awareness of sex discrimination, as well as point out ways we can work to end sex discrimination in our schools.

"During the next two hours, we will view a slide show and do some activities that will give us a basic understanding of stereotyping. That understanding will grow over the next two days (or however long a time the workshops will occur) as we go through all the workshop sessions."

I. SLIDE SHOW AND DISCUSSION*

1. Suggested introduction:

   "Let's look at a slide show that gives us an overall picture of sex discrimination in schools. The slide show demonstrates how our schools differentiate between girls and boys, between women and men. As you watch the show, you may want to make a mental note of instances of sex discrimination in schools that you are already aware of -- and, also more subtle forms of sex discrimination that you haven't thought about before."

2. Show the slide/tape presentation.

3. After the slide show, have participants move into a circle for discussion. (If there are two trainers, ask participants to move into two smaller circles, each sitting in a circle.)

   In each small group, the trainer can explain:

   "We'd like to have a discussion in which people can introduce themselves as well as explore some of the ideas about sex discrimination presented in the slide show.

   "To do this, I'd like one of you to introduce yourself--tell your name, where you are from, what your job is--- and then tell us something about your reaction to the slide show--a general response, something you learned, something that reminded you of sex discrimination in your district. Before we go on to another introduction, someone else should ask you a question about what you said about the slide show, and you should answer the question.

*NOTE: Trainers may wish to replace some of the slides from the original slide show to present images and charts particularly relevant to their states.

"Then another person can introduce herself or himself and tell her or his response to the slide show. Again, before going on, someone else should ask her or him a question which should be answered.

"We'll continue in this way until everyone is introduced. As much as possible, let's use one another's first names so we can learn them."

You may want to ask women and men alternately to introduce themselves.

OPTION FOR DISCUSSION OF SLIDE SHOW

If participants already know one another, you may decide not to use the introduction procedure described above, but instead ask some of the questions below.

Since sex stereotyped behavior frequently appears in cross-sex group discussions, you may wish to preface the whole group discussion by encouraging participants consciously to practice nonstereotyped patterns of conversation. For instance, since men typically take the lead, do most of the talking, and determine what will be discussed, the group can be encouraged to follow a pattern of alternating between men and women.

Suggested questions:

1. What kinds of sexism did the slide show point out that you were already aware of?
2. That you were not already aware of?
3. What are other sexist practices you have observed in your school/district but were not mentioned in the slide show?
4. What are some of the sex discriminatory policies you have noticed in the administration of your school district?
5. Have you noticed yourself or others treating girls and boys differently? In what ways?
6. Have you been aware of double discrimination faced by ethnic minority girls and women in your school or school district?
7. Can you cite specific examples of stereotyping that you have observed in your school texts?
8. What are some examples of inequalities in hiring and promotion of women in your school district? (Consider instructional, counseling, and administrative jobs.)
9. Does your district discriminate against men when hiring secretaries and primary grade teachers?

NOTE: You may want to read aloud and discuss the "Definitions" handout with participants after viewing the slide show.

10. In what ways does your school curriculum prepare (or not prepare) young women for making realistic decisions about their futures?

11. In what ways does your school curriculum prepare (or not prepare) young men for a wider variety of nurturant roles than is included in the traditional male stereotype?

12. In what ways does your school help young women and men gain skills that will enable them to be effective parents?

II. INTERPRETING AND REACTING TO STEREOTYPES (45-90 minutes)

1. Suggested introduction:

   "The first part of this workshop involved identifying sexist policies, practices, and behaviors. The next activity introduces stereotyping on a personal, one-to-one basis. We'll be looking at situations in which someone---a teacher, administrator, counselor, student, or someone else at school---makes a stereotyped comment directly to you or which you overhear. You are asked to identify the stereotype and explain why it might be offensive. We think this activity is valuable because it gives us a chance to practice dealing with realistic stereotyped encounters."

2. Ask participants to form small groups of four people each. Groups should be as diverse as possible, mixing people of different sexes, races, ages, job categories. Recommend also that participants work with people they don't already know.

3. Each group needs to have a recorder.

   a. You might want each group to choose its recorder. If so, give a clip board (with paper) or a pad of paper, and a pencil to each recorder.

   or

   b. You might want to give clip boards and pencils to a man in each group, breaking the pattern which usually expects women to take notes. (If you do this, you might want to ask a woman to report back during the discussion.)

4. Explain that the handout for this activity, "Interpreting and Reacting to Stereotypes," starts with Group 1 and gives four separate situations, labeled a, b, c, and d; the same for Group 2; and so on.

5. Go to the board (where you have written the directions for this activity in advance) and say:

   "Here is what you should do with each situation:"

"Directions: (This should be on board)

a. Identify the kind(s) of stereotyping -- sex, race, age, social class.

b. Explain why the stereotype might be offensive.

c. Recorder should take notes for each situation to facilitate reporting back to the large group.

d. Take 3-5 minutes for each situation."

Tell participants that you will announce when each 3-5 minutes is up. Also tell them that you will be giving further directions in about 15 minutes.

6. Assign a number, 1-10 to each group.

7. Distribute "Interpreting and Reacting to Stereotypes" and make sure that each group is clear about the directions. Circulate around the room to help groups having difficulties. Keep an eye on the time and announce loudly after each 3-5 minutes that it is time to move on to situation b, c, etc.

8. After the groups have gone through their four situations, interrupt and ask for everyone's attention. Ask participants now to generate and record some different kinds of responses to each of their situations. Responses should be appropriate to the situation being considered, effective in helping the stereotyper become aware of the stereotyping he/she is doing, and persuasive in influencing the stereotyper to change her/his attitudes and behavior.

   Groups should again take 3-5 minutes for each situation; remind them as time passes. (If time is short, groups can work out responses to only one or two of their situations.)

9. After about 15 minutes, ask participants to come together as a large group (though still sitting with others from their small group) to report on their situations. Ask the recorder from each group to select one of its situations and tell:

   a. What kind of stereotyping was present

   b. Why the stereotyping might be offensive

   c. What responses were generated, and why the responses would be effective in combating stereotyping.

10. As groups report, you can help participants develop their skills in responding to stereotypes by pointing out that responses fall into certain categories, and that different types of responses are appropriate in different situations. For example, some categories are:

a. Reasoned argument to challenge the validity of the stereotype.

b. Shock: "How could you say such a thing"?

c. A humorous reaction.

d. Trying to understand the thinking behind the remark: "Could you explain what you mean by that?"

e. Straight-forward disagreement.

f. Telling how you feel about the remark: "What you just said made me very uncomfortable."

g. Buying time: "Could you run that by again?"

h. Pointing out that the action is against the law.

i. Asking why the stereotyper is uncomfortable about certain actions or behavior on the part of other people.

j. Asking what "proof" the stereotyper has that supports the stereotype.

k. .....Participants may suggest other kinds of responses.

III. DESCRIPTION OF HANDOUTS: "SEXUAL STEREOTYPES START EARLY" AND SEXISM AND RACISM: FEMINIST PERSPECTIVES" ISSUE OF THE CIVIL RIGHTS DIGEST (10 minutes)

Suggested introduction:

"I hope you will take the time to read the handout articles before the end of this series of workshops."

"One handout is an article by Florence Howe entitled, "Sexual Stereotypes Start Early." In a very readable way, the author shows how young children from their earliest years are channeled into sex-differentiated roles by well-meaning adults."

"The other handout is the Spring 1974 issue of the Civil Rights Digest entitled "Sexism and Racism: Feminist Perspectives." This publication contains several valuable articles which discuss the links between race and sex discrimination. The articles also focus on the special concerns of women of different ethnic minority groups in the United States. An extensive bibliography is included."

"The readings will increase your awareness of the problems of sexism and racism in our society."

IV. (OPTIONAL) POEM, "HOW TO NAME BABY: A VOCABULARY GUIDE FOR WORKING WOMEN" (10 minutes)

Reading aluond "How to Name Baby" can be a light and humorous way to end a discussion about sex stereotyping. Participants will recognize the validity of the stereotypes. The old adage, "Something for everyone," applies to this poem. After hearing the poem, people usually ask for a copy. Having copies on hand is helpful; or you can refer people to the original version in Sisterhood is Powerful, Robin Morgan (ed.) (Vintage, 1970), pp. 526-7.

Suggested introduction:

"I'd like to end this workshop by sharing with you a short poem that resulted when some women in New York tried to define sex stereotyping. The poem is rich in sex stereotypes -- and you are likely to recognize a bit of yourself, or your friends, in it. The poem is called, 'How to Name Baby: A Vocabulary Guide for Working Women' and it was written collectively by a group called 'Media Women.'

The poem should read like this: (* indicates a brief pause)

"If a person is ingratiating, call her (*) sweet, call him (*)
a boot-licker,"

"If a person is supportive, call her (*) bright, call him (*)
a yes man..."

and so on.

You may wish to ask for reactions or questions after reading the poem. Distribute copies of the poem if people request them.

OPTION FOR WORKSHOP 1

One or more films depicting sex stereotyping in school situations might be used in place of the slide/tape presentation to begin discussion about awareness and definitions of sex discrimination.

We would like to call trainers' attention to three films which have been developed by the Stanford Center for Research and Development in Teaching and the Far West Laboratory for Educational Research and Development under a protocol materials grant from the U.S. Office of Education. The films, each on a different area of sex stereotyping, present a total of 23 examples drawn from events observed by or reported to the project staff.

The films can be used singly or together. Each film presents children and teenagers from a variety of racial backgrounds. A handbook, In All Fairness, accompanies the films and gives suggestions for discussion of sex stereotyping and sex discrimination.

The films are:

"I is for Important"	depicts sex stereotyping in social interaction and emotional expression at school 12 minutes, color, sale $160; rental $15
"Anything They Want to Be"	explores sex stereotyping in intellectual and work awareness activities in school 7 minutes, color, sale $95; rental $12
"Hey! What About Us?"	presents sex stereotyped situations in physical activities around school, including gym classes, playground games, and boisterous behavior in the classroom 15 minutes, color, sale $200; rental $17

For more information: University of California Extension Media Center,
Berkeley CA 94720

REFERENCES FOR WORKSHOP #1: AWARENESS AND DEFINITIONS OF SEX DISCRIMINATION

Sexism in School and Society, Nancy Frazier and Myra Sadker (Harper & Row, 1973), $6.95. The best available basic text for discussion and general understanding of sex stereotyping and sexism in schools.

And Jill Came Tumbling After: Sexism in American Education (ed.) Judith Stacey et al. (Dell, 1974) $2.75. A good collection of articles from a variety of viewpoints.

"Sexism and Racism: Feminist Perspectives," entire issue of Civil Rights Digest, vol. 6, no. 3 (Spring, 1974), U.S. Commission on Civil Rights, Washington, D. C. 20425. Excellent collection of articles from the point of view of several ethnic minority groups. Has an extensive bibliography for further reading.

Sisterhood is Powerful, (ed.) Robin Morgan (Vintage, 1970) $3.25. An anthology of writings from the women's liberation movement. Includes selections from black women, a Chicana, high school women.

Woman in Sexist Society: Studies in Power and Powerlessness, (ed.) Vivian Gornick and Barbara Moran (New American Library, 1971) $2.95. A lively and challenging anthology of current writing and research by women scholars, authors, and activitists.

The Liberated Man, Warren Farrell (Bantam, 1975) $1.95. Discusses how men can become aware of, and free themselves from, stereotyped roles and stereotyped relationships with women.

The 49% Majority: The Male Sex Role, Deborah David and Robert Brannon (ed.) (Addison Wesley, 1976). A useful anthology which explores many aspects of the male role in our society.

DEFINITIONS*

sexism

the collection of attitudes, beliefs, and behaviors which result from the assumption that one sex is superior. In the context of schools, the term refers to the collection of structures, policies, practices, and activities that overtly or covertly prescribe the development of girls and boys and prepare them for traditional sex roles.

sex role socialization

the differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex .

sex role stereotypes

stereotypes based upon the assumption that because a number of individuals share one attribute-- e.g. race or sex-- they are similar in many others. Stereotypes arise from a natural need to organize the world around us. They may also result in oversimplified beliefs, attitudes, or uncritical judgments. A sex role stereotype may be defined as the assumption that all females or all males, because they share a common gender, also share common interests, abilities, values, and roles.

socialization

the process by which children and adults are prepared to occupy various roles. It is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization for young children is often deliberate and readily observable as children are being prepared to carry out a complex collection of economic, social, physical, political, and psychological roles as adults. Much of adult socialization is subtle and unnoticed because it consists of continued reinforcement for already learned roles. In situations where the learning of new roles or skills is necessary, adult socialization may become extremely focused and explicit.

feminism

(1)the principle that there should be political, economic, and social equality of the sexes; (2)the movement to win political, economic, and social rights for women.

feminist

one who advocates or practices feminism

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*definintions for sexism, sex role socialization, sex role stereotyping, and socialization are from 1975 federal regulations (45 CFR, part 160f) which pertain to the Women's Educational Equity Act of 1974.

definitions for feminism and feminist are adapted from Webster's Unabridged Dictionary, 1968.

INTERPRETING & REACTING TO STEREOTYPES

GROUP 1

a. On an elementary school playground, a girl is being chased by several boys who are taunting her by trying to lift her skirt up. You are the teacher she runs to, crying, to tell about this. Before you have a chance to respond, another teacher says to the girl, "If you wouldn't tease the boys, they wouldn't chase you."

b. You see a 12 year old boy hurt himself and begin to cry. A teacher you are with tells the boy to "stop crying and act like a man."

c. In the teachers' lunchroom, the subject of Women's Liberation comes up. After the initial jokes, someone says, "Those Libbers are just putting down women by rejecting their natural---and needed---role as wives and mothers."

d. As a 40 year old woman, you've decided to go back to the University for your teaching certificate. Your teenage children say, "Oh, Mom, don't be silly; you're too old."

GROUP 2

a. Your school hires a male secretary. You hear some students making fun of him. "I bet he does all the cooking and cleaning for his family, too," they say.

b. At a workshop discussing racism and sexism, some of the people say, "The real problem in our society is racism. Sexism is just fogging the issue."

c. You watch another teacher settle a verbal battle between a girl and a boy by separating them. The teacher later tells you that she can't stand the constant bickering and name-calling between the boys and girls. Then she shrugs and says, "This is just a stage they're going through. It's natural for nine year old girls and boys to hate each other."

d. As a high school senior, you've heard of a construction trades apprenticeship program for women and you decide to apply. You tell your math teacher and he jokes, "Oh, you'll look cute in a hard hat."

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GROUP 3

a. You are told by another woman that her husband (who is a junior high school principal) didn't hire you to teach because "those kids need a man to control them."

b. As a teacher, you read aloud your school's morning bulletin to your homeroom class. The bulletin contains a statement that, in accordance with a new district policy, a school is encouraged to have male cheerleaders for women's teams. Your announcement is met with loud laughter and jeers by the males present.

c. Your daughter, Mei-Lin, who has always received the highest grades in school, gets somewhat lower grades when she decides to play varsity basketball. "We had such high expectations of Mei-Lin's academic achievement," the school advisor tells you. "This sports image really doesn't fit her."

d. One of the boys in your school has enrolled in a modern dance class. You hear some of the students calling him a "queer" ("femme," "fag") behind his back.

GROUP 4

a. After hearing some put-downs, you decide to defend the women's rights movement. You answer two charges; then someone says, "Oh, you're one of them!"

b. You and another teacher are standing on the playground. Beth and Tom, two 7 year olds, go racing by. The other teacher says to you, "That Beth! I wish she'd stop acting like a boy."

c. You are discussing Yolanda, a student from a migrant family, with the school psychologist. "She told me she wants to be a teacher when she grows up," the psychologist says. "But you know those Mexicans, they're always moving around and never amount to anything." How do you respond?

d. As you are walking down the hall, you overhear the science teacher (male) scolding some disruptive boys in his class (which is mostly male) for "acting like a bunch of girls...That's all you are... a bunch of girls."

GROUP 5

a. After reading a chapter in your social studies book about how Columbus "discovered" America, some of the students in your 5th grade class start to call Patricia, a Native American, "Pocahontas." She complains about this.

b. You are standing in a group with a male teacher. A female student wearing a new outfit passes by. The male teacher says, "Wow! Aren't you a knock-out today. You're one foxy chick." The female student looks at him coldly and walks away. He turns to you and says, "Well, what's with her?"

c. A kindergarten teacher tells you, the school psychologist, that she is concerned about Jerry because he often plays in the doll corner. "What should I do about it?" she asks. "Maybe it's because he lives just with his mother and never sees his dad."

d. Linda and Bill have similar grades and similar results on vocational interest inventories. Their counselor urges Bill to consider becoming a doctor and Linda to consider becoming a nurse. "Yes, I'm interpreting their scores differently. That's what the real world is like," the counselor tells you.

GROUP 6

a. As a 50 year old woman, you've applied for a job as a receptionist in the main office of your school district. The personnel interviewer tells you, "If it were up to me, you're qualified for the job. But --- off the record ---the Superintendent said to find a young woman. It's the public image, you know."

b. Mary and Maria have similar grades and similar results on vocational interest inventories. Their counselor encourages Mary, who is Anglo to think about college; and Maria, who is Chicana, to think about secretarial school. "Yes, I'm interpreting their grades and interest results differently... That's what the real world is like," the counselor tells you.

c. Three 5 year old girls are sitting at the sewing table, stitching around designs they've drawn. Their classmate Steven approaches, watches for a while, and picks up a piece of cloth. You hear Sharon say, "No, Steve, you shouldn't play here. Boys don't sew." Steve drops the cloth and starts to turn away.

d. You are talking with the school secretary about how girls' sports programs get so much less attention and less money than boys'. You explain that when you were in high school, you set some records for track and you would have liked to continue, but there was no opportunity for you to do so. The secretary says, "But Babe Didrikson made it in sports, wh couldn't you?"

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GROUP 7

a. Another teacher tells you that Joan, one of your students, wants to become a doctor. The teacher is skeptical because, "people who come from poor families like Joan's never have enough initiative --- or persistence."

b. In a work awareness course, you inform students that 9 out of 10 girls can expect to work outside their homes at some time during their adult lives. A young woman in the class says she plans to be a full-time wife and mother.

c. Your 16-year-old daughter tells you, "But Mom/Dad, if I do all that work for my report, the boys will think I'm too smart."

d. Six-year-old Victor suddenly, impulsively, hugs you, his teacher, and you hug him in return. The other boys in the class start jeering, "Victor loves the teacher, Victor loves the teacher." Victor leaps on one of the taunting boys, wrestling and punching.

GROUP 8

a. You are coaching a group of boys playing baseball. Two girls are standing around watching wistfully. You call out, "Don't you girls want to play too?" "No!" shout the boys, "we don't want them...they're no good."

b. You have just been named head of your department. A man who expected to get the job approaches you and says, "The only reason you were appointed is that you are a woman and the district needs to fulfill its affirmative action program."

c. Your daughter, Keiko, an 8th grader in a mostly white school, decided to use a Japanese lantern theme in her campaign signs for president of student government. Keiko's teacher tells you that Keiko writes so neatly that she would be better as secretary of student government. The teacher also tells you that Keiko shouldn't use the Japanese lantern theme--"She doesn't want to set herself apart from the other children, does she?"

d. When discussing future jobs in your elementary class, most of the girls say they plan to be mommies. The boys say they want to be firemen, policemen, doctors, astronauts, etc.

GROUP 9

a. A teacher says, "Liberated women are selfish and neglect their husbands and children to pursue their own careers. Look what will happen to family life."

b. Dave, a Black student, has decided not to play football during his senior year of high school so he can have more time to work on some community projects that he became involved in during the summer. When the coach finds out, he can't believe it. The coach tells you, Dave's advisor, "He's making a mistake. Guys like Dave should make the most of their athletic talents."

c. Kindergartners Peter and Louise are playing hospital. You hear Louise say, "OK, now I'll be the doctor and you be the nurse." Peter looks at her and says, "Girls aren't doctors, girls are nurses."

d. The guidance counselor at your school tells you that Paula, one of your students, wants to get into a carpentry training program. "I felt like telling her that it would be more realistic to stick to cleaning houses, not building them," the counselor says, chuckling.

GROUP 10

a. In an elementary school you notice that girls participate in certain activities, boys in others. One day you try to interest some boys in jumping rope, some girls in baseball. Both girls and boys say, "No, that's for boys (girls)."

b. You and some other teachers are talking about college with some female students. "Go to college," says a teacher to a young woman. "You will meet a nice young man, and you'll need a good education to discuss his work intelligently with him. Besides, your children will benefit."

c. You ask the teacher who advises the safety patrol why Sherrie, a 5th grader, was turned down. "Boys do a better job," he answers. "Besides, you know those Black kids -- they can never show up on time."

d. A friend states, "Well, I think it's OK for a woman to take a job if that's what she wants to do, but I really think she loses some of her femininity by working."

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Sexual Stereotypes Start Early

by FLORENCE HOWE

"I remember quite clearly a day in sixth grade," a college freshman told me a year ago, "when the class was discussing an article from a weekly supplementary reader. The story was about a chef, and someone in the class ventured the opinion that cooking was women's work, that a man was a 'sissy' to work in the kitchen. The teacher's response surprised us all. She informed us calmly that men make the best cooks, just as they make the best dress designers, singers, and laundry workers. 'Yes,' she said, 'anything a woman can do a man can do better.' There were no male students present; my teacher was a woman."

Children learn about sex roles very early in their lives, probably before they are eighteen months old, certainly long before they enter school. They learn these roles through relatively simple patterns that most of us take for granted. We throw boy-babies up in the air and roughhouse with them. We coo over girl-babies and handle them delicately. We choose sex-related colors and toys for our children from their earliest days. We encourage the energy and physical activity of our sons, just as we expect girls to be quieter and more docile. We love both our sons and daughters with equal fervor, we protest, and yet we are disappointed when there is no male child to carry on the family name.

A hundred fifty years ago, Elizabeth Cady Stanton learned to master a horse and the Greek language in an attempt to comfort her father who had lost his only son and heir. No matter what evidence of brilliance Cady Stanton displayed, her father could only shake his head and murmur, "If only you were a boy, Elizabeth," much to the bafflement of the girl who had discerned that riding horses and studying Greek were the activities that had distinguished her dead brother from her living sisters. Only thirty years ago, at family gatherings, I remember hearing whispers directed at my brother and me: "Isn't it a pity that he has all the looks while she has all the brains." Others could contribute similar anecdotes today.

The truth of it is that while we in the West have professed to believe in "liberty, equality, and fraternity," we have also taken quite literally the term "fraternity." We have continued to maintain, relatively undisturbed, all the ancient edicts about the superiority of males, the inferiority of females. Assumptions current today about woman's alleged "nature" are disguised psychological versions of physiological premises in the Old Testament, in the doctrines of the early church fathers, and in the thinking of male philosophers, writers, educators—including some who founded women's colleges or opened men's colleges to women. In short, what we today call the "women's liberation movement" is only the most recent aspect of the struggle that began with Mary Wollstonecraft's *Vindication of the Rights of Women* in 1795—a piece of theory that drew for courage and example on the fathers of the French and American revolutions. It is, of course, only one hundred years since higher education was really opened up to women in this country, and many people know how dismal is the record of progress for professional women, especially during the past fifty years.

How much blame should be placed on public education? A substantial portion, although it is true that schools reflect the society they serve. Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture we live in. It is also perfectly understandable that sexual stereotypes demeaning to women are also perpetuated by women—mothers in the first place, and teachers in the second—as well as by men—fathers, the few male teachers in elementary schools, high school teachers, and many male administrators and educators at the top of the school's hierarchy.

Sexual stereotypes are not to be identified with sexual or innate differences, for we know nothing about these matters. John Stuart Mill was the first man (since Plato) to affirm that we could know nothing about innate sexual differences, since we have never known of a society in which either men or women lived wholly separately. Therefore, he reasoned, we can't "know" what the pure "nature" of either sex might be: What we see as female behavior, he maintained, is the result of what he called the education of "willing slaves." There is still no "hard" scientific evidence of innate sexual differences, though there are new experiments in progress on male hormones of mice and monkeys. Other hormonal experiments, especially those using adrenaline, have indicated that, for human beings at least, social factors and pressures are more important than physiological ones.

Sexual stereotypes are assumed differences, social conventions or norms, learned behavior, attitudes, and expectations. Most stereotypes are well-known to all of us, for they are simple—not to say simple-minded. Men are smart, women are dumb but beautiful, etc. A recent annotated catalogue of children's books (distributed by the National Council of Teachers of English to thousands of teachers and used for ordering books with federal funds) lists titles under the headings "Especially for Girls" and "Especially for Boys." Verbs and adjectives are remarkably predictable through the listings. Boys "decipher and discover," "earn and train," or "foil" someone; girls "struggle," "overcome difficulties," "feel lost," "help solve," or "help [someone] out." One boy's story has "strange power," another moves "from truancy to triumph." A girl, on the other hand, "learns to face the real world" or makes a "difficult adjustment." Late or early, in catalogues or on shelves, the boys of children's books are active and capable, the girls passive and in trouble. All studies of children's literature—and there have been many besides my own—support this conclusion.

Ask yourself whether you would be surprised to find the following social contexts in a fifth-grade arithmetic textbook:

1) girls playing marbles; boys sewing;
2) girls earning money, building things, and going places; boys buying ribbons for a sewing project;
3) girls working at physical activities; boys babysitting and, you guessed it, sewing.

Of course you would be surprised—so would I. What I have done here is to reverse the sexes as found in a fifth-grade arithmetic text. I was not surprised, since several years ago an intrepid freshman offered to report on third-grade arithmetic texts for me and found similar types of sexual roles prescribed: Boys were generally making things or earning money; girls were cooking or spending money on such things as sewing equipment.

The verification of sexual stereotypes is a special area of interest to psychologists and sociologists. An important series of studies was done in 1968 by Inge K. Broverman and others at Worcester State Hospital in Massachusetts. These scientists established a "sex-stereotype questionnaire" consisting of "122 bipolar items"—characteristics socially known or socially tested as male or female. Studies by these scientists and others established what common sense will verify: that those traits "stereotypically masculine . . . are more often perceived as socially desirable" than those known to be feminine. Here are some "male-valued items" as listed on the questionnaire:

very aggressive
very independent
not at all emotional
very logical
very direct
very adventurous
very self-confident
very ambitious

These and other characteristics describe the stereotypic male. To describe the female, you need only reverse those

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traits and add "female-valued" ones, some of which follow:

- **very talkative**
- **very tactful**
- **very gentle**
- **very aware of feelings of others**
- **very religious**
- **very quiet**
- **very strong need for security**

and the one I am particularly fond of citing to men who control my field—"enjoys art and literature very much."

The Worcester scientists used their 122 items to test the assumptions of clinical psychologists about mental health. Three matched groups of male and female clinical psychologists were given three identical lists of the 122 items unlabeled and printed in random order. Each group was given a different set of instructions: One was told to choose those traits that characterize the healthy adult male; another to choose those of the healthy adult female; the third, to choose those of the healthy adult—a person. The result: The clinically healthy male and the clinically healthy adult were identical—and totally divergent from the clinically healthy female. The authors of the study concluded that "a double standard of health exists for men and women." That is, the general standard of health applies only to men. Women are perceived as "less healthy" by those standards called "adult." At the same time, however, if a woman deviates from the sexual stereotypes prescribed for her—if she grows more "active" or "aggressive," for example—she doesn't grow healthier; she may, in fact, if her psychiatrist is a Freudian, be perceived as "sicker." Either way, therefore, women lose or fail, and so it is not surprising to find psychologist Phyllis Chesler reporting that proportionately many more women than men are declared "sick" by psychologists and psychiatrists.

The idea of a "double standard" for men and women is a familiar one and helps to clarify how severely sexual stereotypes constrict the personal and social development of women. Studies by child psychologists reveal that while boys of all ages clearly identify with male figures and activities, girls are less likely to make the same sort of identification with female stereotypes. With whom do girls and women identify? My guess is that there is a good deal of confusion in their heads and hearts in this respect, and that what develops is a pattern that might be compared to schizophrenia: The schoolgirl knows that, for her, life is one thing, learning another. This is like the Worcester study's "double standard"—the schoolgirl cannot find herself in history texts or as she would like to see herself in literature; yet she knows she is not a male. Many women may ultimately discount the question of female identity as unimportant, claiming other descriptions preferable—as a parent, for example, or a black person, or a college professor.

Children learn sexual stereotypes at an early age, and, by the time they get to fifth grade, it may be terribly difficult, perhaps hardly possible by traditional means, to change their attitudes about sex roles—whether they are male or female. For more than a decade, Paul Torrance, a psychologist particularly interested in creativity, has been conducting interesting and useful experiments with young children. Using a Products Improvement Test, for example, Torrance asked first-grade boys and girls to "make toys more fun to play with." Many six-year-old boys refused to try the nurse's kit, "protesting," Torrance reports, "I'm a boy! I don't play with things like that." Several creative boys turned the nurse's kit into a doctor's kit and were then "quite free to think of improvements." By the third grade, however, "boys excelled girls even on the nurse's kit, probably because," Torrance explains, "girls have been conditioned by this time to accept toys as they are and not to manipulate or change them."

Later experiments with third, fourth, and fifth-graders using science toys further verify what Torrance calls "the inhibiting effects of sex-role conditioning." "Girls were quite reluctant," he reports, "to work with these science toys and frequently protested: 'I'm a girl; I'm not supposed to know anything about things like that!'" Boys, even in these early grades, were about twice as good as girls at explaining ideas about toys. In 1959, Torrance reported his findings to parents and teachers in one school and asked for their cooperation in attempting to change the attitudes of the girls. In 1960, when he retested them, using similar science toys, the girls participated willingly and even with apparent enjoyment. And they performed as well as the boys. But in one significant respect nothing had changed: The boys' contributions were more highly valued—both by other boys and by girls—than the girls' contributions, regardless of the fact that, in terms of sex, boys and girls had scored equally. "Apparently," Torrance writes, "the school climate has helped to make it more acceptable for girls to play around with science things, but boys' ideas about science things are still supposed to be better than those of girls."

Torrance's experiments tell us both how useful and how limited education may be for women in a culture in which assumptions about their inferiority run deep in their own consciousness as well as in the consciousness of men. While it is encouraging to note that a year's effort had changed behavior patterns significantly, it is also clear that attitudes of nine-, ten-, and eleven-year-olds are not so easily modifiable, at least not through the means Torrance used.

Torrance's experiments also make clear that, whatever most of us have hitherto assumed, boys and girls are *not* treated alike in elementary school. If we consider those non-curricular aspects of the school environment that the late anthropologist Jules Henry labeled the "noise" of schools, chief among them is the general attitude of teachers, whatever their sex, that girls are likely to "love" reading and to "hate" mathematics and science. As we know from the Rosenthal study of teacher expectations, *Pygmalion in the Classroom*, such expectations significantly determine student behavior and attitudes. Girls are not expected to think logically or to understand scientific principles; they accept that estimate internally and give up on mathematics and science relatively early. And what encouragement awaits the interested few in high school? For example, in six high school science texts published since 1966 and used in the Baltimore city public schools—all of the books rich in illustrations—I found photographs of one female lab assistant, one woman doctor, one woman scientist, and Rachel Carson. It is no wonder that the percentage of women doctors and engineers in the United States has remained constant at 6 per cent and 1 per cent respectively for the past fifty years.

Though there is no evidence that their early physical needs are different from or less than boys', girls are offered fewer activities even in kindergarten. They may sit and watch while boys, at the request of the female teacher, change the seating arrangement in the room. Of course, it's not simply a matter of physical exercise or ability: Boys are learning how to behave as males, and girls are learning to be "ladies" who enjoy being "waited on." If there are student-organized activities to be arranged, boys are typically in charge, with girls assisting, perhaps in the stereotyped role of secretary. Boys are allowed and expected to be noisy and aggressive, even on occasion to express anger; girls must learn "to control themselves" and behave like "young ladies." On the other hand, boys are expected not to cry, though there are perfectly good reasons why children of both sexes ought to be allowed that avenue of expression. Surprisingly early, boys and girls are separated for physical education and hygiene, and all the reports now being published indicate preferential treatment for boys and nearly total neglect of girls.

In junior high schools, sexual stereotyping becomes, if anything, more overt. Curricular sex-typing continues and is extended to such "shop" subjects as cooking and sewing, on the one hand, and metal- and woodworking, printing, ceramics, on the other. In vocational high schools, the stereotyping becomes outright channeling, and here the legal battles have begun for equal-which asked, in various ways, whether "girls were smarter than boys" or whether "daddies were smarter than mommies." The results indicated that boys and girls were agreed that 1) boys were not smarter than girls, nor girls smarter than boys; but 2) that daddies were indeed smarter than mommies! One possible explanation of this finding depends on the knowledge that daddies, in school texts and on television (as well as in real life), work, and that people who work know things. Mommies, on the other hand, in books and on television, rarely stir out of the house except to go to the store—and how can someone like that know anything? Of course, *we* know that half of all mothers in the United States work at some kind of job, but children whose mommies do work can only assume—on the basis of evidence offered in school books and on television—that their mommies must be "different," perhaps even not quite "real" mommies.

If children's readers deny the reality of working women, high school history texts deny women their full historical role. A recent study by Janice Law Trecker of thirteen popular texts concludes with what by now must seem a refrain: Women in such texts are "passive, incapable of sustained organization or work, satisfied with [their] role in society, and well supplied with material blessings." Women, in the grip of economic and political forces, rarely fighting for anything, occasionally receive some "rights," especially suffrage in 1920, which, of course, solves all *their* problems. There is no discussion of the struggle by women to gain entrance into higher education, of their efforts to organize or join labor unions, of other battles for working rights, or of the many different aspects of the hundred-year-long multi-issue effort that ended, temporarily, in the suffrage act of 1920. Here is Dr. Trecker's summary of the history and contributions of American women as garnered from the thirteen texts combined:

> Women arrived in 1619 (a curious choice if meant to be their first acquaintance with the New World). They held the Seneca Falls Convention on Women's Rights in 1848. During the rest of the nineteenth century, they participated in reform movements, chiefly temperance, and were exploited in factories. In 1920, they were given the vote. They joined the armed forces for the first time during the Second World War and thereafter have enjoyed the good life in America. Add the names of the women who are invariably mentioned: Harriet Beecher Stowe, Jane Addams, Dorothea Dix, and Frances Perkins, with perhaps Susan B. Anthony, Elizabeth Cady Stanton . . . [and you have the story].

Where efforts have been made in recent years to incorporate black history, again it is without attention to black women, either with respect to their role in abolitionist or civil rights movements, for example, or with respect to intellectual or cultural achievements.

Just as high school history texts rely on male spokesmen and rarely quote female leaders of the feminist movement—even when they were also articulate writers such as Charlotte Perkins Gilman, or speakers such as Sojourner Truth—so, too, literary anthologies will include Henry James or Stephen Crane rather than Edith Wharton or Kate Chopin. Students are offered James Joyce's *Portrait of the Artist as a Young Man* or the *Autobiography of Malcolm X*, rather than Doris Lessing's *Martha Quest* or Anne Moody's *Coming of Age in Mississippi*. As a number of studies have indicated, the literary curriculum, both in high school and college, is a male-centered one. That is, either male authors dominate the syllabus or the central characters of the books are consistently male. There is also usually no compensating effort to test the fictional portraits—of women and men—against the reality of life experience. Allegedly "relevant" textbooks for senior high school or freshman college composition courses continue to appear, such as Macmillan's *Representative Men: Heroes of Our Time*. There are two women featured in this book: Elizabeth Taylor, the actress, and Jacqueline Onassis, the Existential Heroine. Thirty-five or forty men—representing a range of racial, political, occupational, and intellectual interests—fill the bulk of a book meant, of course, for both men and women. And some teachers are still ordering such texts.

It's not a question of malice, I assume, but of thoughtlessness or ignorance. Six or seven years ago I too was teaching from a standard male-dominated curriculum—and at a women's college at that. But I speak from more than my own experience. Last fall at this time I knew of some fifty college courses in what has come to be known as women's studies. This fall, I know of more than 500, about half of which are in literature and history. I know also of many high school teachers who have already begun to invent comparable courses.

School systems can and should begin to encourage new curricular developments, especially in literature and social studies, and at the elementary as well as the high school level. Such changes, of course, must include the education and re-education of teachers, and I know of no better way to re-educate them than to ask for analyses of the texts they use, as well as of their assumptions and attitudes. The images we pick up, consciously or unconsciously, from literature and history significantly control our sense of identity, and our identity—our sense of ourselves as powerful or powerless, for example—controls our behavior. As teachers read new materials and organize and teach new courses, they will change their views. That is the story of most of the women I know who, like me, have become involved in women's studies. The images we have in our heads about ourselves come out of literature and history; before we can change those images, we must see them clearly enough to exorcise them and, in the process, to raise others from the past we are learning to see.

That is why black educators have grown insistent upon their students' learning black history—slave history, in fact. That is also why some religious groups, Jews for example, emphasize their history as a people, even though part of that history is also slave history. For slave history has two virtues: Not only does it offer a picture of servitude against which one can measure the present; it offers also a vision of struggle and courage. When I asked a group of young women at the University of Pittsburgh last year whether they were depressed by the early nineteenth-century women's history they were studying, their replies were instructive: "Certainly not," one woman said, "we're angry that we had to wait until now—after so many years of U.S. history in high school—to learn the truth about some things." And another added, "But it makes you feel good to read about those tremendous women way back then. They felt some of the same things we do now."

Will public education begin to change the images of women in texts and the lives of women students in schools? There will probably be some movement in this direction, at least in response to the pressures from students, parents, and individual teachers. I expect that parents, for example, will continue to win legal battles for their daughters' equal rights and opportunities. I expect that individual teachers will alter their courses and texts and grow more sensitive to stereotypic expectations and behavior in the classroom. But so far there are no signs of larger, more inclusive reforms: no remedial program for counselors, no major effort to destereotype vocational programs or kindergarten classrooms, no centers for curricular reform. Frankly, I don't expect this to happen without a struggle. I don't expect that public school systems will take the initiative here. There is too much at stake in a society as patriarchal as this one. And schools, after all, tend to follow society, not lead it.

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ity of opportunity. Recently, the testimony of junior high and high school girls in New York has become available in a pamphlet prepared by the New York City chapter of NOW (*Report on Sex Bias in the Public Schools*, available from Anne Grant West, 453 Seventh St., Brooklyn, N.Y. 11215). Here are a few items:

- Well, within my physics class last year, our teacher asked if there was anybody interested in being a lab assistant, in the physics lab, and when I raised my hand, he told all the girls to put their hands down because he was only interested in working with boys.
- There is an Honor Guard . . . students who, instead of participating in gym for the term, are monitors in the hall, and I asked my gym teacher if I could be on the Honor Guard Squad. She said it was only open to boys. I then went to the head of the Honor Guard . . . who said that he thought girls were much too nasty to be Honor Guards. He thought they would be too mean in working on the job, and I left it at that.
- We asked for basketball. They said there wasn't enough equipment. The boys prefer to have it first. Then we will have what is left over. We haven't really gotten anywhere.

Finally, I quote more extensively from one case:

MOTHER: I asked Miss Jonas if my daughter could take metalworking or mechanics, and she said there is no freedom of choice. That is what she said.

THE COURT: That is it?

ANSWER: I also asked her whose decision this was, that there was no freedom of choice. And she told me it was the decision of the board of education. I didn't ask her anything else because she clearly showed me that it was against the school policy for girls to be in the class. She said it was a board of education decision.

QUESTION: Did she use that phrase, "no freedom of choice"?

ANSWER: Exactly that phrase—no freedom of choice. That is what made me so angry that I wanted to start this whole thing.

* * *

THE COURT: Now, after this lawsuit was filed, they then permitted you to take the course; is that correct?

DAUGHTER: No, we had to fight about it for quite a while.

QUESTION: But eventually they did let you in the second semester?

ANSWER: They only let me in there.

Q: You are the only girl?

A: Yes.

Q: How did you do in the course?

A: I got the medal for it from all the boys there.

Q: Will you show the court?

A: Yes (indicating).

Q: And what does the medal say?

A: Metal 1970 Van Wyck.

Q: And why did they give you that medal?

A: Because I was the best one out of all the boys.

THE COURT: I do not want any giggling or noises in the courtroom. Just do the best you can to control yourself or else I will have to ask you to leave the courtroom. This is no picnic, you know. These are serious lawsuits.

Such "serious lawsuits" will, no doubt, continue, but they are not the only routes to change. There are others to be initiated by school systems themselves.

One route lies through the analysis of texts and attitudes. So long as those responsible for the education of children believe in the stereotypes as givens, rather than as hypothetical constructs that a patriarchal society has established as desired norms—so long as the belief continues, so will the condition. These beliefs are transmitted in the forms we call literature and history, either on the printed page or in other media.

Elementary school readers are meant for both sexes. Primers used in the first three grades offer children a view of a "typical" American family: a mother who does not work, a father who does, two children—a brother who is always older than a sister—and two pets—a dog and sometimes a cat—whose sexes and ages mirror those of the brother and sister. In these books, boys build or paint things; they also pull girls in wagons and push merry-go-rounds. Girls carry purses when they go shopping; they help mother cook or pretend that they are cooking; and they play with their dolls. When they are not making messes, they are cleaning up their rooms or other people's messes. Plots in which girls are involved usually depend on their inability to do something—to manage their own roller skates or to ride a pony. Or in another typical role, a girl named Sue admires a parachute jumper: "What a jump!" said Sue. "What a jump for a man to make!" When her brother puts on a show for the rest of the neighborhood, Sue, whose name appears as the title of the chapter, is part of his admiring audience.

The absence of adventurous heroines may shock the innocent; the absence of even a few stories about women doctors, lawyers, or professors thwarts reality; but the consistent presence of one female stereotype is the most troublesome matter:

> Primrose was playing house. Just as she finished pouring tea for her dolls she began to think. She thought and thought and she thought some more: "Whom shall I marry? Whomever shall I marry?
>
> "I think I shall marry a mailman. Then I could go over to everybody's house and give them their mail.
>
> "Or I might marry a policeman. I could help him take the children across the street."

Primrose thinks her way through ten more categories of employment and concludes, "But now that I think it over, maybe I'll just marry somebody I love." Love is the opiate designated to help Primrose forget to think about what she would like to do or be. With love as reinforcer, she can imagine herself helping some man in his work. In another children's book, Johnny says, "I think I will be a dentist when I grow up," and later, to Betsy, he offers generously, "You can be a dentist's nurse." And, of course, Betsy accepts gratefully, since girls are not expected to have work identity other than as servants or helpers. In short, the books that schoolgirls read prepare them early for the goal of marriage, hardly ever for work, and never for independence.

If a child's reader can be pardoned for stereotyping because it is "only" fiction, a social studies text has no excuse for denying reality to its readers. After all, social studies texts ought to describe "what is," if not "what should be." And yet, such texts for the youngest grades are no different from readers. They focus on families and hence on sex roles and work. Sisters are still younger than brothers; brothers remain the doers, questioners, and knowers who explain things to their poor, timid sisters. In a study of five widely used texts, Jamie Kelem Frisof finds that energetic boys think about "working on a train or in a broom factory" or about being President. They grow up to be doctors or factory workers or (in five texts combined) to do some hundred different jobs, as opposed to thirty for women.

Consider for a moment the real work world of women. Most women (at least for some portion of their lives) work, and if we include "token" women—the occasional engineer, for instance—they probably do as many different kinds of work as men. Even without improving the status of working women, the reality is distinctly different from the content of school texts and literature written for children. Schools usually at least reflect the society they serve; but the treatment of working women is one clear instance in which the reflection is distorted by a patriarchal attitude about who *should* work and the maleness of work. For example, there are women doctors—there have been women doctors in this country, in fact, for a hundred years or so. And yet, until the publication this month of two new children's books by the Feminist Press (Box 334, Old Westbury, N.Y. 11568), there were no children's books about women doctors.

In a novel experiment conducted recently by an undergraduate at Towson State College in Maryland, fourth-grade students answered "yes" or "no" to a series of twenty questions, eight of

HOW TO NAME BABY -- A VOCABULARY GUIDE FOR WORKING WOMEN

adapted from Media Women,
New York

If A Person Is:	Call Her:	Call Him:
Ingratiating	Sweet	Boot-Licker
Supportive	Bright	Yes-Man
Intelligent	Helpful	Smart
Helpful	Good Girl	Helpful
Innovative	Pushy	Original
Insistent	Hysterical	Persistent
Tough	Impossible	Go-Getter
Cute & Timid	A Sweetheart	A Fairy
Sexy	A Piece	Handsome
Dumb	Not Too Bright	An Idiot
Plain Looking	Homely, Ugly	no comment
Successful	Up-Tight Hard Dame Castrating The Only Successful Woman I've Ever Met Who Isn't ---(Up-Tight, Castrating, Hard, etc.)	Successful
Politically involved	Over-emotional	Committed
Supportive, Helpful, Ingratiating, Passive and Gentle	A Real Woman	A Minister's Son
Invisible	Nice Chick	Never Heard of Him

WORKSHOP 2: DAMAGING EFFECTS OF SEX DISCRIMINATION

Time: 2 to 3 hours

Trainers' pages are numbered T 2-1 to T 2-14; handout materials are numbered H 2-1 to H 2-20.

Purposes:

1. To enable participants to become more aware of the damaging effects of sex discrimination on individuals, both females and males, and on society as a whole.

2. To enable participants to increase their awareness of the need to end sex discrimination in education.

Materials Needed:

1. Sufficient copies of handouts (one for each participant):

   "Fact Sheet: Women & Work"

   "Some Damaging Effects of Sex Stereotyping on Girls and Women"

   "Some Damaging Effects of Sex Stereotyping On Boys and Men"

   "Varieties of Denial: Class, Sex, Race, and Ethnicity"

2. Pads of paper (8 1/2 x 11) or clipboards with paper (one for each group of four people)

   Pens or pencils (one for each group of four people)

3. Two large writing surfaces (several square feet) --- chalkboard (and chalk) or chart paper (and felt pen)

Room arrangement: Moveable chairs (first in large semicircle; then in small groups)

Advance preparation:

1. Select items from list A and list B to use in "Value Voting" (recommended number: about 20 items from each list).

2. Be familiar with the contents of the handouts and with possible answers to discussion questions for "Benefits and Harms."

3. Prepare brief introductory remarks for each handout.

Overview:*

I. Value Voting 15-25 minutes

II.	Benefits and Harms	45-60 minutes
	Break	10 minutes
III.	Discussion of Benefits & Harms	20-40 minutes
IV.	Reviewing information about the need to end sex discrimination in schools	30 minutes

I. VALUE VOTING: A WARM-UP ACTIVITY (15-25 minutes)

This activity encourages participants to think about the psychological and economic results of sex discrimination. It gives participants a chance to express their own opinions while simultaneously allowing them (and the trainer) to get a sense of the range of values held by the group, and some of the major areas of agreement and disagreement.

1. Be sure that participants are seated so they can see one another as well as you.

2. Explain that this is a value voting activity (some people will already be familiar with value voting from a prior experience) and that participants will be asked to "vote" on a series of statements that you will read (see Lists A and B, pp. T 2-3 and T 2-4). Explain that this activity is for exploring and gauging opinions, not for judging them or arguing among them.

3. Explain the procedure for "voting":

    a. "thumbs up" signals "I agree"

    b. "thumbs down" signals "I disagree"

    c. arms spread wide in a shrugging gesture means "I don't know" or "maybe yes, maybe no" or "sometimes yes, sometimes no"

    d. arms folded across the body means "I don't want to say"

    Participants are welcome to use noises to amplify their arm signals if they wish.

4. Explain that some of the statements are vague or ambiguous. Suggest that each participant express the first response that comes to him or her, interpreting the statement as he or she thinks best.

5. Begin with a statement from List A. Make the statement and wait for a response from each participant. Ask participants to maintain their signals for some time so that everyone can see how everyone else voted.

6. If there is disagreement on one or another statement, you might want to pause for a brief discussion by saying, for example,

"I see some disagreement here. Would someone who voted 'yes' give his/her reason? Someone who voted 'no'?"

Make clear that this discussion should not try to resolve the disagreement; and that participants will be able to discuss the issues at greater depth and length later in this workshop, as well as in other workshop sessions.

The statements which have been starred on Lists A and B are recommended for discussion.

7. Move from List A to List B by saying, for example,

"Now let's try some statements about work."

Again, if participants disagree on items from List B, pause for brief discussion.

VALUE VOTING: LIST A (Statements about personal qualities: Psychological Aspects of Sex Stereotyping)

1. The way things are now, it's better to be a man than a woman.

2. Women shouldn't want to change things because they have the best deal now.

3. It's OK for a girl to play on a male team if she's a good athlete.

4. Men should make the important decisions because men think, while women act on their emotions.

*5. It's OK for a woman to be assertive.

*6. It's OK for a woman to be aggressive.

7. It's OK for a boy to cry.

*8. It's OK for a man to cry.

*9. It's important to me that a man act like a "real man" and that a woman act like a "real woman."

*10. A woman should not compete with a man because this damages his ego.

11. I often act in a way that a person of my sex "isn't supposed to."

12. I get mad when people tell me that how I act isn't "right" for my sex.

13. Men should be more honest about their feelings toward other people.

*14. Men should be more open with other people about their own inadequacies.

15. Women are less self-confident than men.

16. Men should pretend to know more than they really do, in order to appear "professional."

17. Men should pretend to be able to do more than they really can, in order to appear successful.

18. It is hard for women to do their best when competing with men.

19. Men like women who are followers not leaders.

20. Women like to rely on others when there are decisions to make.

21. Women need more encouragement and approval than men to work effectively.

22. Women are more easily taken advantage of than men.

23. Women lose their sex appeal as they get older, whereas men don't.

24. Women lose their good looks as they get older, whereas men don't.

*25. Boys and girls should be brought up in the same way.

26. Sex stereotyping has damaging effects on girls' views of themselves.

27. Sex stereotyping has damaging effects on boys' views of themselves.

28. My school channels girls and boys into sex stereotyped personality and behavior roles.

*Recommended for brief discussion if disagreement arises.

LIST B (Statements about work: Economic Aspects of Sex Stereotyping)

1. I think that a woman's place should be in the home.

2. A woman should be willing to leave her job to follow her husband's job.

*3. A man should be willing to leave his job to follow his wife's job.

*4. It's a woman's responsibility to take time off from her job to raise children.

*5. It's a man's responsibility to take care of his wife and children.

*6. Husbands and wives should have equal responsibility for household maintenance.

*7. Husbands and wives should have equal responsibility for childcare.

*8. Husbands and wives should have equal responsibility for wage-earning.

9. I wish I didn't have to work full-time so I could spend more time with my family and/or friends.

10. I wish I didn't have to work full-time so I could have more time to myself.

*11. Life would be better for all of us if there were more part-time jobs available.

12. I have to support myself (and my children).

13. It's important to me that I know I'm able to support myself (and my children).

14. My father expected me to have a serious commitment to a job.

15. My mother expected me to have a serious commitment to a job.

16. My mother worked outside our home when I was younger.

17. My father took alot of responsibility for housework and childcare when I was younger.

18. Most women aren't very capable---they should leave the difficult jobs to men.

19. Women who work outside their homes really want to be men.

20. Men and women should be paid equally for the same work.

*21. Men and women should be paid equally for equivalent work.

22. A woman shouldn't take a job that pays more than her husband's job.

*23. All jobs should be open to both women and men.

*24. A woman can do most everything on the job that a man can do.

25. A man can do most everything on the job that a woman can do.

26. I am doing a job that isn't traditional for my sex.

27. I would consider doing a job that isn't traditional for my sex.

*28. Schools should encourage both girls and boys to consider all kinds of job options.

*29. My school channels girls and boys into traditional job choices.

*Recommended for brief discussion if disagreement arises.

TRANSITION TO "BENEFITS AND HARMS"

When people have a general idea of what their own and other participants' opinions about sex stereotyping are, you can move into "Benefits and Harms." Make this transition by explaining that this next activity will give participants an opportunity to discuss at greater length the issues raised in "Value Voting."

II. BENEFITS AND HARMS* (45-60 minutes)

This activity enables participants to get a clearer picture of the damaging effects of sex discrimination on both females and males, and on our society as a whole.

1. Ask participants to break into small sex-segregated groups of four men or four women.

2. When the small groups are formed, ask each group to select a recorder.

3. Give each recorder a clip board with paper or a pad of 8 1/2 x 11 paper, and a pen or pencil.

4. Have the recorder draw a line down the center of the paper (from top to bottom) and label the left hand column benefits and the right hand column harms.

5. Ask the women's groups to record (1) the benefits that come to females in our society; and (2) the harms.

   Ask the men's groups to record (1) the benefits that come to males in our society; and (2) the harms.

   Suggest that people draw upon their own experiences, as well as upon what they have read, heard about, observed in school, etc. (You may wish to circulate among the groups to help them get started.)

6. While the small groups are developing their lists, prepare two large charts (several square feet) on chalkboards or chart paper (see diagram below). These charts will be used to compile the small group lists. Participants often come up with more than 20 benefits and harms which need to be recorded in large enough writing so that they can be read by everyone in the room.

female

benefits	harms

male

benefits	harms

7. After 15 minutes of small group discussion, ask people to return to large group discussion to compile their lists.

   a. Ask each of the women's groups how many benefits they listed, and record the numbers (separately for each group) on the "female" chart (see examples next page).

   b. Ask each of the men's groups how many benefits they listed, and record the numbers on the "male" chart.

   c. Record the number of harms listed by each women's group in such a way that this can be compared with each group's benefits.

   d. Record the number of harms listed by each men's group in such a way that this can be compared with each group's benefits.

females		males	
benefits	harms	benefits	harms
6	8	10	5
4	9	12	5
5	11	8	4

   e. Usually, participants spontaneously compare the number of benefits women listed with the number of harms women listed; the number of benefits men listed with the number of harms men listed. If participants have not already done so, invite them to make the comparison. (Most women's groups list more harms than benefits; most men's groups list more benefits than harms.)

8. Add category dividers to each list as follows:

	males		
	benefits	harms	
economic	10	5	economic
	12	5	
	8	4	
personality			personality
skills			skills
other			other

(use same categories to divide female chart)

a. Ask one of the men's groups to report on the economic benefits they listed so you can record them on the male chart. Ask other men's groups to report other economic benefits not already listed. Then go on to personality benefits; then to skills benefits.

b. Ask one of the women's groups to tell the economic benefits they listed so you can record them on the female chart. Ask other women's groups to report economic benefits not already listed. Then go on to personality benefits; then to skills benefits.

c. Repeat for male harms.

d. Repeat for female harms.

e. Record any other benefits and harms that participants have thought of outside the three categories on the list. (If you notice any benefits or harms that other people have not thought of, you may want to point them out and add them to the lists.)

NOTE: If you are working with a group of all women or all men:

After participants compile a whole-group list of the benefits and harms experienced by people of their sex, you can:

1. Present participants with a list (on handouts or on a chart) of the benefits and harms compiled by people of the opposite sex at a previous workshop.

   or

2. Ask participants to list the benefits and harms members of the opposite sex would name (this can be done in small groups or in the large group; and then compare this list with one compiled by members of the opposite sex at a previous workshop.)

DISCUSSION OF BENEFITS AND HARMS (20-40 minutes)

(If there are more than 25 participants and if two trainers are available, discussion can be held in two smaller groups.)

1. Ask participants to characterize the male benefits and compare that with a characterization of the female benefits. (Participants often observe that male benefits are on the whole, active and assertive, whereas most female benefits are passive and dependent.)

2. Ask participants to observe that some "female benefits" necessitate a "male harm"; and that some "male benefits" necessitate a "female harm."

For example: The female benefit of "can stay home and raise children" has the corresponding male harm of "is tied down by having to work to support a family."

For example: The male benefit of "has a domestic servant" has the corresponding female harm "is burdened with household chores."

This is reinforced by the overall male benefit that males feel superior to females, better about themselves and their abilities; and the corresponding female harm that females have a lower self-esteem than males, and often view males as superior to females.

3. Do the benefits and harms listed apply mainly to people of a particular race or economic class?

   What additional harms have been experienced by women of color and women from poor families in the United States?

4. How does sex discrimination harm our society as a whole? (Invite participants to consider the consequences to the whole society when a substantial fraction of its members are discouraged from becoming physically fit, assertive, and intellectually developed; and another substantial fraction is discouraged from freely expressing emotions, being nurturant, and developing such daily survival skills as food preparation, care of clothes, etc.)

5. In your ideal world, would there be differentiated sex roles? Why or why not?

6. Does a society with differentiated sex roles have to remain that way? What sex role differentiation is biologically rooted, necessary, and unchangeable? What sex role differentiation results from the assumption that since males and females are biologically different, they should behave differently and be treated differently?

7. In what ways do women gain from abandoning their traditional sex role? What advantages or privileges of the traditional female role might they have to give up as sex discrimination is eliminated?

8. In what ways do men gain from abandoning their traditional sex role? What advantages or privileges of the traditional male role might they have to give up if sex discrimination is eliminated?

9. As women abandon their traditional sex role, they often make demands upon men to do likewise. Many men feel threatened when this happens. Need such a change be threatening?

10. Which institutions in our society socialize children (and adults) into traditional sex roles? (possible answers: family, school, media, religious institutions, workplaces)

11. Are the harmful effects of sex discrimination on individuals and groups, and on society as a whole, increasing? decreasing? not changing? What changes in attitudes and practices have you observed?

12. A good closing question: In what ways do the schools perpetuate the harms of sex discrimination?

Option for whole group discussion of benefits and harms:

Although some groups might become hostile or upset if asked to deal directly with their own possible sexism, some other groups may be ready to gain from a more extensive observation of their own behavior. The trainer should be able to gauge from the "Value Voting" activity the degree to which participants already share nonsexist values. If the group seems both active and united in nonsexist values, you might want to try the following procedure for large-group discussion:

1) Mention that even women and men who share nonsexist values may find themselves behaving in sexist ways. Suggest that in this discussion, participants make a conscious effort to break sex-role stereotypes.

2) For example, women can be encouraged to concentrate on their own needs for independence and self-expression.

a) Women often defer to men, or let men take the lead, out of the feeling that men "need" to be leaders, "need" the ego support of attentive listening or warm agreement (regardless of the quality or interest of what is being said); "need" not to be disagreed with by women. (In turn, this meets many women's needs to be approved of for their "femininity" by putting themselves second.) The women can be encouraged to break this stereotyped role by refusing to take responsibility for the men's "needs." Human sympathy is one thing; taking responsibility for men's needs is another.

b) It frequently happens, when discussing sex discrimination of women, that men will say, "We have problems, too. Why don't you care about us?"---at which time women typically abandon what they were saying to support the men, agreeing with them and allowing the men to change the subject. The women can be encouraged to practice saying: "Yes, that's true, but right now we're talking about sex discrimination as it affects women. When we talk about sex discrimination as it affects men, we'll be glad to hear what you have to say on that subject."

3) For example, since men stereotypically lack supportive and nurturing behavior, they can be encouraged to practice drawing others out, sympathizing with them and supporting them.

a) This means more than men silently allowing the women to talk: it means men actively following up on points raised by women, expressing understanding and concern, sustaining the thread of thought begun by a woman, and so on.

b) This also means men actively supporting other men, instead of switching the subject to their own concerns.

4) At the end of the discussion, ask participants how they felt about their attempts to avoid stereotyped behavior. Did it work? Did they avoid one kind of sex stereotyping only to find themselves practicing another kind? Was it difficult? Did either men or women seem to dominate in amount of talking, or by controlling the subject? Did women's and men's concerns get treated equally?

III. REVIEWING INFORMATION CONCERNING THE NEED TO ELIMINATE SEX DISCRIMINATION IN SCHOOLS (30 minutes)

Introduce each handout before distributing them for reading. During the reading, be available for questions and short discussions. You may want to read through one of the readings aloud with the whole group---"Fact Sheet: Women & Work" is recommended.

The following points can be part of the introductory remarks:

1. We need to revise our views of the schools' role in preparing girls and boys for the future society in which they will live. For example, women are experiencing change in five major life areas:

*Women are increasingly entering the paid labor force.

*Women are increasingly living in single-parent families.

*Women are having fewer children.

*Women are increasingly living alone or with unrelated individuals.

*Women are increasingly well-educated.

Each of these changes in the lives of women is causing corresponding changes in the lives of men. We are moving toward a society in which people have more opportunity to make choices on the basis of their own needs, interests, and abilities, rather than on the basis of what a person of their sex, race, age, and social background "should" do.

2. The "Fact Sheet: Women & Work" handout provides information about women's present economic situation. In light of this information, schools need to assess their current programs of job awareness and skills training. Are these programs based on the assumption that both girls and boys need to be prepared for participation in the paid work force?

3. The handouts, "Some Damaging Effects of Sex Stereotyping on Girls and Women," and "Some Damaging Effects of Sex Stereotyping on Boys and Men," present some of the information that is available on the consequences of sex role stereotyping. They raise the question of how schools are contributing to these harmful effects, and how school programs should be changed to counteract these effects. Are girls being prepared with the attitudes, knowledge, and skills needed to increase their capability for leading independent lives? Are boys being prepared for lives which include collaborative, nurturant, and supportive behavior?

4. Florence Howe's article, "Varieties of Denial: Class, Sex, Race, and Ethnicity," contains personal accounts of school experiences of women from a variety of ethnic groups and social classes. Their experiences of "denial" suggest a number of ways in which schools should change to meet the future needs of this generation's girls and young women.

REFERENCES FOR WORKSHOP #2: DAMAGING EFFECTS OF SEX DISCRIMINATION

Sexism in School and Society, Nancy Frazier and Myra Sadker (Harper and Row, 1973) $6.95. See particularly chapter 5 for information on the damaging effects of sex stereotyping; sections on "Schools Against Boys" (pp. 86-94); "Schools Against Girls" (pp. 94-106); and "The Loss of Human Potential" (106 ff.)

The Liberated Man, Warren Farrell (Bantam, 1975) $1.95. See especially chapter 3, "The Confines of Masculinity."

Absent from the Majority: Working Class Women in America, Nancy Seifer, Institute on Pluralism and Group Identity (165 E. 56th St., NY NY 10022) $1.25. Combines statistics, personal anecdotes, and descriptive discussion. Includes recommendations for change in work, education, family, and society as a whole. A useful bibliography is also included.

Monthly Labor Review (May 1974). Focuses on women in the workplace, with articles on women in the trades, in labor unions, and in the professions, as well as a report on children of working mothers. Includes a four page bibliography. Single copies are $1.40 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

The Women's Bureau of the U.S. Labor Bureau has a vast collection of materials about working women. One recent publication is U.S. Working Women: A Chartbook, 1976, bulletin 1880, U.S. Dept. of Labor, Washington, D.C. 20212. $1.75 Articles on "Women Workers in (each state)" are also available. Write to the regional office of the Women's Bureau:

Region VIII - 1961 Stout St, 15412 Federal Building, Denver, Colorado, 80202 (includes Montana)

Region IX - 450 Golden Gate Avenue, Federal Building, Room 10341, San Francisco, CA 94102 (includes California, Nevada)

Region X - 909 First Avenue, Federal Office Building, Room 4113, Seattle, WA 98174 (includes Alaska, Washington, Oregon, Idaho)

"Eight Fact Sheets: Statistics on Effects of Racism and Sexism in the U.S." U.S. Civil Rights Commission (Feb 1973) Washington, D.C. 20425.

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work, Sandra and Daryl Bem (Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126). An excellent discussion of sex role development and its consequences for both women and men. Includes suggestions for counselors.

Sex Fairness in Career Guidance: A Learning Kit (ABT Publications, 55 Wheeler St., Cambridge MA 02138) $15 plus $1.50 shipping. A self- instruction package for becoming sensitized to sex bias and ways of eliminating sex bias in guidance programs.

REFERENCES FOR WORKSHOP #2: DAMAGING EFFECTS OF SEX DISCRIMINATION (Continued)

Sex Bias in School Leadership, Jacqueline Clement (Integrated Education Associates, Northwestern U., 2003 Sheridan Rd., Evanston IL 60201) $2.25. A documentation of sexism in school administrative staffs.

H 2-1

FACT SHEET: WOMEN & WORK[1]

1. Of all women between the ages of 18 and 64,
   - *about 35 million work as unpaid full-time housewives
   - *about 36 million (53%) are in the paid labor force
     - *about 70% of all women workers hold full-time jobs
     - *more than one out of 10 women workers are heads of households

2. Women are now 39% of the total labor force.
   - *Half of all women workers are in their late 30's or older.
   - *More than half of all women workers are married.
   - *More than half of all women workers have children under 18 at home.
   - *Almost 2 of every 5 working mothers are heads of households.

3. When you think of the future of girls in your school, keep in mind that:
   - *9 out of 10 will be employed sometime in their lives; 9 out of 10 will marry; 8 out of 10 will have children.
   - *The average married woman is likely to work outside the home for 25 years; the average unmarried woman for 45 years; the average man for 43 years.
   - *The median wage paid women is 57% that paid to men.
   - *Only 7% of women earn over $10,000 a year, as compared to 40% of men.
   - *56% of all minority women over age 18 were in the paid labor force in 1974, as compared to 51% of all white women.
   - *More than 4 out of 10 women who are married and living with their husbands are in the paid labor force.

   - *Title VII of the Civil Rights Act of 1964 prohibits private employers, labor unions, and employment agencies from discriminating on the basis of sex and race.
   - *Since the Civil Rights Act went into effect, the U.S. Department of Labor has found over 100,000 workers, nearly all of them women, underpaid by more than $47.5 million.

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[1] Information compiled by Feminists Northwest from the following sources:
- *1973-75 publications of the U.S.Department of Labor, Women's Bureau, and Bureau of Statistics
- *National Education Association Women's Rights Task Force report, 1974 (covering school year 1972-73)
- *Jacqueline Clement, Sex Bias in School Leadership, Evanston, Ill: Integrated Education, 1975

The U.S. Department of Labor defines "minority" to include:

Blacks	11 % of total U.S. population	(89% of total minority population)
Asians	0.7% of total "	(8% of " ")
Native Americans	0.5% of total "	(3% of " "

The U.S. Department of Labor includes people of Spanish heritage in the "white" category. (People of Spanish heritage in the U.S. are: 56% Mexican, 16% Puerto Rican, 7% Cuban, 6% Central or South American, 15% other)

4. When you think of women with children under age 18, realize that:
   - *53% of white women and 61% of minority women with children aged 6-18 are working outside the home.
   - *33% of white women and 52% of minority women with children under age 6 hold jobs outside the home.
   - *Only one pre-school child out of 20 whose mother works can be taken care of in an existing child care center.
   - *The most rapid increase during the past 15 years in workforce participation has occurred for women with children under age 6.

5. Most women who have paying jobs work because of economic need.
   - *40% of all employed women are single, divorced, widowed, separated, or deserted. They do not work for "pin money" or out of boredom!
   - *20% of working women are living with husbands who earn less than $7000 a year.
   - *A married woman living with her husband is most likely to work if his income is between $7000 and $10,000 a year.
   - *Working wives contribute 38% of family income when they work full-time year-round.
   - *13% of all families are headed by single women. Over 2 million (33%) of the families headed by single women live in poverty.
   - *One-third of all minority families are headed by a woman.
   - *51% of all minority families headed by a woman are poor.
   - *19% of all minority women who work full-time and are also heads of families are poor, as compared to 4% of white families.
   - *Of women heading households with children aged 6-18: 2/3 have paying jobs.
   - *Of women heading households with children under age 6: 47% are in the paid workforce.
   - *One woman in 10 is widowed before age 50.

6. Unemployment is worst for minority women between 16-19 years old. As of April 1975, these were the unemployment figures:

minority	women,	16-19 years old	38.2% were unemployed
"	men,	"	37.6 "
white	men,	"	18.1
"	women,	"	15.2
minority	men,	over 20 years old	12.6
"	women,	"	10.7
white	women,	"	7.6
"	men,	"	6.7

7. Regardless of race, women earn less than both minority men and white men.

*Median annual earnings for full-time work in 1973:

minority women	$5,775
white women	$6,559
minority men	$8,365
white men	$11,544

*Within each job category, women earn less than men doing the same kind of work. For the year 1972:

major occupation group	women as % of total workers in each category	women's annual earnings	women's earnings as a % of men's in same work category
professional & technical	40%	$8,796	68%
managers, admin. (except farm)	19	7,306	53
clerical workers	77	6,039	63
operatives (incl. transport)	31	5,021	58
service workers (excl. household, incl. waitresses, hospital aides, beauticians, etc.)	58	4,606	59
sales workers	62	4,575	40

Furthermore:

*The average male with an elementary school education earns more than the average female high school graduate.

*The wage gap between women and men has been increasing during the past 25 years.

*Half of all working women are in the 21 lowest paying job categories. These are the dead-end "women's jobs" toward which women are channeled during their school-age years. Women are under-represented in higher-paying skilled trades and managerial occupations: women are 77% of all clerical workers but only 5% of all skilled crafts workers.

* Men have been steadily moving into traditional "women's jobs" (librarian, social worker, teacher, etc.) while women have not been moving into traditional "men's jobs" at an equal rate.

*The growth rate for women in unions (1962-72) was 37%, compared to a 6% growth rate (1952-62). Still, in 1972, 12.6% of working women were union members, compared to 15% in 1952. Large numbers of women entering the workforce have outpaced those organizing into unions.

8. In addition to being channeled toward low-paying "women's jobs," minority women face special employment problems arising from:
   - *inadequate education and skills training
   - *racial discrimination
   - *cultural barriers
   - *language barriers

These factors are reflected in statistics which show what kinds of jobs women of different ethnic groups hold:

Occupational distribution of women by race (1973)

occupational category	white women	black women	women of Spanish heritage	all women
professional, tech.	16.3%	11.3%	9.6%	15.7%
nonfarm managers, administrators	5.2	2.3	2.6	4.9
sales workers	8.1	2.5	6.0	7.4
clerical workers	36.7	20.7	30.0	34.0
operatives (excl. transport)	13.5	16.1	23.7	13.9
service (excl. household)	15.3	25.5	18.5	16.6
household workers	2.0	17.9	4.0	3.8
other	2.1	3.7	5.6	3.7
total	100%	100%	100%	100%

Note on the above table: Comparison of 1973 figures with 1960 figures shows that although there has been a slight increase of minority women in manager and administrator occupations, in sales workers, and in operatives, there has been a slight decrease of white women in the same positions. As a result, the racial distribution has shifted, but the total % of women in these fields has remained the same.

About 41% of all women of Spanish heritage employed in November 1969 held white collar jobs (professional, managerial, clerical, and sales); 35 were blue collar workers (operatives, crafts, and nonfarm laborers); and 24% were service workers. There was considerable variation according to country of origin: more than half of the women of Puerto Rican heritage were blue-collar workers; almost half of those of Cuban heritage were white-collar workers; and those of Mexican heritage were more evenly distributed among white-collar, blue collar, and service work.

9. Did you know that while the earnings gap between minority and white women is decreasing, the earnings gap between all women and all men is increasing?

In 1939, the median wage of minority women was 38% that of white women.
In 1963, " " " " " " " 70% " " " "
In 1973, " " " " " " " 88% " " " "

(The median wage of minority women was $5775 in 1974, which was 69% that of minority men and 50% that of white men.)

whereas:
In 1954, the median wage of women was 64% that of men.
In 1974, the median wage of women was 57% that of men.

10. Regarding school employment:

*An overwhelming majority of school secretaries are women.

*85% of all elementary school teachers are women.

*46% of all secondary school teachers are women.

*31% of all school department heads are women.

*26% of all central office administrators are women.

*20% of all elementary school principals are women.

*3% of all secondary school principals are women.

*less than 1% of all district superintendents are women.

*Very few school custodians are women.

11. About older women, be forewarned:

*The life expectancy for women is 75 years.

*Aged women are among the most impoverished. Half of aged women have an income of less than $1,888.

*Low wages during employment mean low social security payments during retirement, thereby condemning millions of retired working women to a life of poverty.

*2 out of 3 elderly people are women. 10.5 million women aged 55 or older are "on their own".

*5 out of 8 older women are classified as poor.

SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON GIRLS AND WOMEN

(adapted from Sexism in School and Society,
by Nancy Frazier and Myra Sadker,
Harper & Row, 1973, 71-73)

A. LOSS OF ACADEMIC POTENTIAL

1. Intellectually, girls start off ahead of boys. They begin speaking, reading, and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts. (Eleanor Maccoby, "Sex Differences in Intellectual Functioning," in Eleanor Maccoby (ed.), The Development of Sex Differences, Stanford, CA: Stanford University Press, 1966)

2. Although women make much better high school grades than do men, they are less likely to believe that they have the ability to do college work. (Patricia Cross, "College Women: A Research Description," Journal of National Association of Women Deans and Counselors, 32, no. 1 (Autumn 1968), 12-21)

3. Of the brightest high school graduates who do not go to college, 75-90 percent are women. (Facts About Women in Education, prepared by the Women's Equity Action League. Can be obtained from WEAL, 1253 4th St. S.W., Washington, D.C.)

4. In 1900, women earned 6 percent of all doctoral degrees; in 1920, 15 percent; and by 1968, only 13 percent. In short, the percentage of doctorates earned by women has actually decreased since the 1920's. (Edith Painter, "Women: The Last of the Discriminated," Journal of National Association of Women Deans and Counselors, 34, no. 2 (Winter 1971), 59-62)

B. LOSS OF SELF-ESTEEM

1. As boys and girls progress through school, their opinions of boys grow increasingly more positive and their opinions of girls increasingly more negative. Both sexes are learning that boys are worth more. (S Smith, "Age and Sex Differences in Children's Opinions Concerning Sex Differences," Journal of Genetic Psychology, 54, no. 1 (March 1939), 17-25)

2. Fewer high school women than men rated themselves above average on leadership, popularity in general, popularity with the opposite sex, and intellectual as well as social self-confidence. (Cross, op.cit.)

3. On the Bernreuter personality inventory, norms show that women are more neurotic and less self-sufficient, more introverted and less dominant than men. (R.G. Bernreuter, "The Theory and Construction of the Personality Inventory," Journal of Social Psychology, 4, no. 4 (November 1932), 387-405)

4. College women believe that men desire a woman who is extremely passive and who places wifely and familial duties above her own personal and professional development. (Anne Steinman, Joseph Levi, and David Fox, "Self Concept of College Women Compared with Their Concept of Ideal Women and Men's Ideal Woman," Journal of Counseling Psychology, 11, no. 4 (Winter 1964), 27-33).

5. College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual desire to avoid success. (Matina Horner, "Woman's Will to Fail," Psychology Today, 3, no. 6 (November 1969), 36-38)

6. Fifty-five percent of a group of women at Stanford and forty percent at Berkeley agreed with the following sentence: "There is a time when I wished I had been born a member of the opposite sex." Only one in seven male students would endorse such a statement. (Joseph Katz, No Time for Youth, San Fransisco, Josey Bass, 1968)

7. Both male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity. (John McKee and Alex Sheriffs, "The Differential Education of Males and Females," Journal of Personality, 35, no. 3,(Sept. 1957), 356-371)

C. LOSS OF OCCUPATIONAL POTENTIAL*

1. By the time they are in the fourth grade, girls' visions of occupations open to them are limited to four: teacher, nurse, secretary, or mother. Boys of the same age do not view their occupational potential through such restricting glasses. (Robert O'Hara, "The Roots of Careers," Elementary School Journal, 62, no. 5 (Feb. 1962), 277-280)

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*The attitude and competencies with which a young woman enters the labor market will become of increasing importance. It has been estimated that nine out of ten females will be working on a full-time basis at some point in their lives. Between 1968 and 1980, the Department of Labor estimates that the total number of women in the labor force will increase by 27 percent, whereas the total number of men will increase by only 20 percent. (Jeanne Holm, "Employment and Women: Cinderella Is Dead," Journal of National Association of Women Deans and Counselors, 34, no. 1, (Autumn 1970), 6-13)

2. By the ninth grade 25 percent of boys and only 3 percent of girls are considering careers in science or engineering. (Daryl Bem and Sandra Bem, "We're All Nonconscious Sexists," in Daryl Bem, Beliefs, Attitudes, and Human Affairs, Monterey, Cal: Brooks/Cole. Copyright 1970 by Wadsworth Pub. Co.)

3. Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intelligence. (Peggy Hawley, "What Women Think Men Think," Journal of Counseling Psychology, 18, no. 3 (Autumn 1971), 193-4)

4. In a survey conducted in 1966 throughout the state of Washington 66.7 percent of boys and 59 percent of girls stated that they wished to have a career in professional occupations. However, 57 percent of the boys and only 31.9 percent of the girls stated that they actually expected to be working in such an occupation. (Walter Slocum and Roy Boles, "Attractiveness of Occupations to High School Students," Personnel and Guidance Journal, 46, no. 8, (April 1968), 754-761)

5. College women become increasingly interested in being housewives from their freshman to their senior year in college. This is at the expense of academic and vocational goals. (Linda Bruemmer, "The Condition of Women in Society Today: A Review --Part 1," Journal of National Association of Women Deans and Counselors, 33, no. 1 (Autumn 1969), 18-22)

6. In 1973, the median annual full-time income for a white man was $11,544; for a minority man $8365; for a white woman $6559; and for a minority woman, $5775.(U.S. Department of Labor statistics)

   (See FACT SHEET: WOMEN & WORK for further information.)

* * *

These key studies were drawn together in a list, meant to be representative rather than inclusive, to gain some sense of the growth that has been stunted and of the promise that has been denied.

SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON BOYS AND MEN

Compiled by Feminists Northwest

A. LOSS OF PERSONALITY AND WORK OPTIONS

1. The damage of stereotyping is even more irreparable for the boy than for the girl. When boys learn stereotyped male behavior there is a 20 percent better chance that it will stay with them for life than when girls learn sterotyped behavior. (P.H. Mussen, "Some Antecedents and Consequents of Masculine Sex-Typing in Adolescent Boys," Psychological Monographs, vol. 75, no. 2 (1961); and P.H. Mussen, "Long-term Consequents of Masculinity on Interests in Adolescence," Journal of Consulting Psychology, vol.26 (1962), 435-440)

2. Demands that boys conform to social notions of what is manly come much earlier and are reinforced with much more vigor than similar attitudes with respect to girls. Several research studies, using preschool children as their subjects, indicate that boys are aware of what is expected of them because they are boys and restrict their interests and activities to what is suitably "masculine" in kindergarten, while girls amble gradually in the direction of "feminine" patterns for five more years. (Ruth Hartley, "Sex-Role Pressures and the Socialization of the Male Child," in Judith Stacey et al. (eds.), And Jill Came Tumbling After: Sexism in American Education, New York: Dell, 1974, 185-198)

3. Most boys build expectations that are higher than their achievements. ...Boys who score high on sex-appropriate behavior (possessing masculine outlook and behavior) also score highest in anxiety.... Striving to maintain a masculine role is for the boy stressful enough to be associated with manifest anxiety. (Susan W. Gray, "Masculinity-Femininity in Relation to Anxiety and Social Acceptance, Child Development, vol. 28, no. 2 (June 1957), 203-214)

4. Because of the relative absence of fathers from boys' experience ... the elementary aged boy looks to his peers to fill in the gaps in his information about his role as a male. Since his peers have no better sources of information than he has, all they can do is to pool the impressions and anxieties they derive from the media and their early training. Thus we find over-emphasis on physical strength and athletic skills with almost complete omission of tender feelings or acceptance of responsibility toward those that are weaker. (adapted from Ruth Hartley, op.cit.)

5. Six volumes of studies document that violence in American society is taught, learned and acted upon. Boys are actually encouraged to be aggressive by parents while girls are not. Almost all TV models encourage aggression in men. Childhood aggression predictably results in continued undisguised aggression when boys become men. (Warren Farrell, The Liberated Man, N.Y.: Bantam Books, 1974, p. 43; and Robert Liebert, "Television and Social Learning: Some Relationships between Viewing Violence and Behaving Aggressively" (Overview) in Television and Social Behavior: A Report To

the Surgeon General from the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, vols. 1-5, Washington, D.C.: National Institute of Mental Health, U.S. Govt. Printing Office, 1972)

6. Basically the male stereotype discourages males from speaking openly with one another about their fears, anxieties, and weaknesses. It fosters intellectualizing, bravado, and competitiveness among males, all of which are directly antithetical to more intimate personal exchanges. (Janet Saltzman Chafetz, Masculine/Feminine or Human? Itasca, Ill: F.E. Peacock Publisher, Inc., 1974, p. 165)

7. Most boys recognize they cannot prove themselves on all levels.... But they must still choose between two basic images of what a man is and can be-- images which are apparent from both children's books and numerous other sources. One image is the "physical striving man" and the other, the "job striving" man. (Warren Farrell, op.cit. pp. 37-38)

8. There are some further costs of the masculine role. It is well known that males have a life expectancy that is shorter by several years than that of females, and that there is a much higher mortality rate for males between the specific ages of 18 and 65 than for females. Some of the reasons for this are probably related to sex role phenomena. First, males suffer more accidental deaths in sports, on dangerous vehicles like motorcycles, and through violence. Part of the definition of masculinity is personal bravery and adventuresomeness.

   Over and above accidental deaths are deaths from diseases that probably reflect, in part, the masculine emphasis on competition, success, and productivity. The pressure on males to "succeed" in a highly competitive world of work create tremendous stress; in the final analysis, few males can ever sit back and say "I've arrived; I am a success; now I can relax."

   Among the large numbers of males doing less competitive but more repetitious labor, the pressure to persist day in, day out, year after year, in highly alienating work results from the sex role requirement that they provide for their families the best they possibly can in material terms. Heart attacks, strokes, high blood pressure, and other circulatory illnesses probably result in part from such pressures. They undoubtedly also contribute to the much higher rates of alcohol and drug abuse among males, which in turn hasten death, and they are reflected in the higher male suicide rate. The proscription on expressing emotions entailed in the masculine role definition probably exacerbates the stresses inherent in the obligation to support a family---financially and emotionally --and to succeed in an often highly competitive "rat race." (Janet Saltzman Chafetz, op.cit., pp. 64-65)

9. In my survey of male employees I frequently found that when I asked the employee if he would ever consider taking a year off to care for children, he would consistently reply something like: "Personally I would like to do it, but I could really endanger myself here at work-- imagine telling my boss I'm going to be a mother for a year!" If I agreed that might be impractical and asked, "Would you actively support a child-care center here in your company?" a not atypical reaction was, "If I keep pushing for things like that, I'll end up Vice President in Charge of Girls (laughter)." Over and over the employees seemed scared, even to the point of sweating, to be a part of anything out of the ordinary, particularly if it associated them with something "weaker," like women, or showed what our society considers "weakness" like self-examination. (Warren Farrell, op.cit., p. 48)

B. LOSS OF ACADEMIC POTENTIAL

1. At age six when a boy enters first grade, he may be twelve months behind his female counterpart in development age, and by nine this discrepancy has increased to eighteen months. Thus he is working side by side with a female who may not only be bigger than he, but who seems better prepared to handle school more competently and more comfortably. (Frances Bentzen, "Sex Ratios in Learning and Behavior Disorders," National Elementary School Principal, 46, no. 2 (Nov. 1966, 13-17; as quoted in Nancy Frazier and Myra Sadker, Sexism in School and Society, New York: Harper & Row, 1973, p. 87)

2. Among boys and girls of comparable IQ, girls are more likely to receive higher grades than boys. Also boys, who do equally well as girls on achievement tests get lower grades in school. In fact, throughout elementary school, two-thirds of all grade repeaters are boys. (Gary Peltier, "Sex Differences in the School: Problem and Proposed Solution," Phi Delta Kappan, 50, no. 3 (Nov 1968), 182-85; as quoted in Frazier, Ibid., p. 92)

3. Boys receive 8 to 10 times as many prohibitory control messages (warnings like: "That's enough talking Bill. Put that comic away, Joe") as their female classmates. Moreover, when teachers criticize boys, they are more likely to use harsh or angry tones than when talking with girls about an equivalent misdemeanor. (Phil Jackson and Henriette Lahaderne, "Inequalities of Teacher-Pupil Contacts," in Melvin Silberman (ed.), The Experience of Schooling, New York: Holt, Rinehart and Winston, 1971, pp. 123-134; as quoted in Frazier, Ibid., p. 89)

4. Studies of educational underachievement in the gifted have revealed that underachievement occurs twice as frequently among boys as among girls. (Ruth Hartley, op.cit. p. 185)

SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON BOYS AND MEN, p. 4

5. Boys are the maladjusted, the low achievers, the truants, the delinquents, the inattentive, the rebellious. National delinquency rates are five times higher among boys than girls; in New York City, 63% of all drop-outs are boys. (Patricia Cayo Sexton, "Schools are Emasculating Our Boys," in Judith Stacey, op.cit. 138-141)

6. Some researchers have found three times more boys than girls have trouble with reading. (Frazier, op.cit., p. 92)

7. The "physical striver" considers it masculine not to care about what his teachers think. "How much you can get away with," is far more masculine than an enthusiastic "Look how much I learned!" The reading difficulty itself is perpetuated by the fear of studying, and the insecurity by the fear of appearing like a girl. (Warren Farrell, op. cit.,pp. 34, 38)

8. The poorly educated physically striving male makes absolute statements often bordering on the authoritarian. In this way he feels no one dare challenge him. The more educated student striver learns to articulate and hedge his statements so carefully as to never be vulnerable. Both are concerned with proving themselves right, rather than discovering what's right. (Warren Farrell, op.cit, pp. 39-40)

C. LOSS OF NURTURANT AND SOCIAL-EMOTIONAL QUALITIES

1. ...our sex role stereotypes have left virtually the entire realm of emotional expression and human caring to femininity. It is difficult to imagine a genuine loving relationship involving the stoical, unemotional, instrumentally oriented, dominating, aggressive, and competitive nature of the masculine stereotype. Moreover, both males and females view a husbands primary function as that of provider; there is no socially defined and sanctioned expectation that he confide, comfort, or share, and without these there is scarcely "love." (Chafetz, op.cit, p. 166)

2. Almost nothing in the prefatherhood learning of most males is oriented in any way to training them for parenting. They are actively discouraged as children from play activities involving baby surrogates and except in rare instances of large families with few or no older sisters, they are not usually required to help much in the daily care of younger siblings. (Chafetz, op.cit, p. 178)

3. By and large, most fathers, especially white middle class, probably relate very little to their children during infancy and early childhood, perceiving them as more or less of a nuisance. Fathers do not actively partake of the petty daily problems and needs of their offspring and they remain tangential to the intimate lives of their children, involved only in the "special" moments of excitement or disaster. In most cases fathers refuse even to engage in physical contact with their sons past infancy, preferring the handshake to the kiss. (Chafetz, op.cit., p. 180)

SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON BOYS AND MEN, p. 5

4. In addition to the relative absence of fathers from boys' experience, we have evidence that the relations between boys and their fathers tend to be less good than those between girls and their mothers or fathers. (Hartley, op.cit., p. 188)

5. Given the relative absence of male figures during his waking hours, the male toddler is hard pressed to find out what he is supposed to do. When the father is present he usually surpasses the mother in punishing the boy for being too "feminine" perhaps because of his own sex role insecurities. The boy finds out that "boys don't cry," "boys don't cling," and so on, but often on the basis of negative sanctions from parents and peers. (Chafetz, op. cit., pp. 73-74; and David Lynn, Parental and Sex Role Identification: A Theoretical Formulation, Berkeley, CA: McCutchan Publishing, 1969, pp.57-64)

6. In the long run, however, it is in men's relationships with each other that the proscription against having "feminine" feelings is most costly, because it precludes having a deep intimate involvement with someone who might share similar problems. In our society, where sex and affection are closely intertwined, if one gets too close to other men there is a fear that this affection will be seen as sexual, and homosexuality is the antithesis of masculinity. Furthermore, it would be difficult indeed to be supportive toward those persons with whom one is competing. This ban on emotionality does not necessarily apply to other cultures where men are allowed more latitude in expressiveness; in many European cultures men are allowed to embrace each other without compromising their masculinity. (Deborah David and Robert Brannon (eds.) The Forty-Nine Percent Majority: The Male Sex Role, Reading, MA: Addison-Wesley, 1976, p. 50.)

VARIETIES OF DENIAL: CLASS, SEX, RACE, ETHNICITY

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If you are a daughter or son of first or second generation immigrants, then perhaps you remember as I do the first days of school, when you were five or six years old and learned very quickly the value placed on "correct" English, English without a "foreign" accent, indeed the value of being "American" and not foreign at all. Perhaps you, too, denied your own heritage, buried your ethnic and class origins. After several days at school, I told my grandmother who commonly addressed me in Yiddish, "Bubbie, speak to me in English. I'm an American and I won't answer unless you do." And perhaps your family, like mine, was generous to pert youngsters and felt awed by the American educational system as well. And so my grandmother and others in my family did make an effort to "speak to me in English."

Black children, of course, can and often do change their language patterns at the command of the schools, though they cannot change the color of their skins and Americanize in the way that European immigrants could and did. The children of Latin Americans face problems similar to those of both Black children and Europeans who arrived in the United States with a language other than English. But some Latins, in these days of political consciousness, are holding fast to their language and their culture—and I for one can only cheer them on.

I begin with these notes about class, race, and ethnicity, not to detract from the basic issue—sex-role stereotyping—but rather to underscore the inevitable connections among "varieties of denial." Each of these groups, and others in the U.S.—working-class ethnics, Blacks, Latins, Asians—has had similar problems to solve: What is their language? What is their history? Where is their identity? For girls and women in these groups the denial is dual. From my maternal grandfather, for example, I got the message that girls were useful only for housekeeping and reproduction. Fortunately for me, my mother, a daughter who had been deprived of her vocational ambitions, produced her own independent message: "You," she told me from almost the first day I set foot in school, "are going to be the teacher I could not become." But of course it was "teacher" and not doctor or lawyer or engineer. Though I am not complaining. I was one of the lucky ones.

I want to tell you about some who were not so lucky, at least until very recently. I am going to describe in part a class I taught (with Ann Driver) two years ago at Old Westbury in the history of women's education in the U.S. The students were an unusual group. All females, their ages ranged from twenty to past fifty; they were racially, religiously, ethnically, and in personal and economic terms diverse. Most of them wanted to become teachers. All of them had been educated in our elementary and secondary schools during the past several decades.

We began with the following question on the opening evening: What was the single most crucial experience in your educational life? Describe an experience that either established the direction of your life or changed its course dramatically.

The person who began was the oldest woman in the class. Sophie Zimmerman's story went back in time more than thirty-five years to when she was seventeen. That year, her mother had told her of a small sum of money in a bank account that she meant to use to send her to college. Sophie was her youngest, and she, at least, would have this special advantage. But then, suddenly, Sophie's mother died without telling anyone else of her plan for the money. Sophie was sent to live first with married sisters and finally to keep house for two bachelor brothers. There was the perfect solution: it was the 1930s, when money and jobs were scarce; the brothers had jobs and needed a housekeeper. No one asked the young woman what she wanted to do. No one guessed that she wanted to go to college, and she herself assumed that no one would believe her if she mentioned her mother's plan. She spent four years housekeeping for her brothers and then escaped into her own domesticity by marrying. She bore and reared a number of children and, now that they were grown and educated, she was—more than thirty years later—finally at college.

The second person to speak was one of the young ones in the class. At the age of twenty-two Alice Grunfeld had already been a dropout and was now returning to college as a married student. Her older brother had dropped out of college several months before she had. Her family had greeted her brother's dropping out with alarm, and when he chose to return a year later had given a huge party to celebrate the event. When Alice had dropped out, the action, she said, made hardly a ripple in the family's life. When she had decided to return, there were discussions about whether she really ought to. After all, she had a good job now and could save money for a house and furnishings. She had married and would soon have children. Why go to college, they said. It would be a waste of money. Alice concluded her story to the class by reporting that she was pregnant and that, for the first time in her life, she knew what it was to be valued by her family. "I don't need to do another thing ever," Alice said. "I have had all the glory I ever thought it was possible for me, *a mere girl*, to have. I never felt so loved by my family as now that I am about to have a baby. But as for my going to college, almost everyone considers it a waste of time."

Had nothing changed in thirty years? That question did not need an explicit answer, for diverse stories reported a consistent theme. The education of women was relatively unimportant compared to the education of men. And where it was considered at all, it was relegated to the status of a diversion; when it became other than a diversion, it was considered a threat.

Thus, one woman reported that her husband had at first approved the idea of her returning to college after an interruption of some twenty years. But when she began to refuse social engagements because she had to write a paper or study for an exam, he was not pleased. Other women acknowledged that their husbands felt threatened by the prospect of a wife with a college degree.

An observer that evening might have drawn several other conclusions from the anecdotes that were told. With two exceptions (my own story and one about race prejudice that involved a teacher), these "crucial educational experiences" focussed not on educational institutions and personnel but on the attitudes of family members or husbands toward a daughter's or wife's education. And in all instances, whatever the story, the woman's attitude was never aggressive about her own desires or needs. In every case, women accepted passively (in one case, actively) the role assigned to them or deferred to a more convenient time—even twenty or thirty years hence—their own interests or futures. Indeed, to some of these women, the idea of having their own interests or futures was still a novelty.

One of the first purposes of the class I have described was to establish the education of women as a social problem, not a question of individual laziness or an individual's lack of motivation or drive. Two ingredients were essential to that purpose. First, sharing personal experiences established the presence of social patterns rather than individual hang-ups. We needed no sociological report to tell us that we had all accepted passively the notion of female inferiority, male superiority—in education and in everyday life. That was obvious. But the more difficult question was why had we done so, and was it inevitable that we should? Could the social pattern be altered?

The second ingredient—history—helped with those questions. As we read the lives of eighteenth- and nineteenth-century women, we searched especially for their significant educational experiences and for their views of education. What education had Elizabeth Cady Stanton or Harriet Tubman managed to get and to what use had she put it? The students discovered that the social patterns of their contemporary lives had historical roots and that something could be learned from studying that history. Students began to generalize about women like Stanton and Tubman who struggled for what education they could get—and much of it was not formal schooling or even what we would call book-learning at all. They used their education, moreover, socially and politically. In their daily lives, they taught others—either on the lecture platform or on the underground railroad. What emerged from discussions of women in the past was a sense not only of individual achievement but, more importantly, of commitment to social change.

At the last meeting, the class evaluated the course. They had learned a good deal about the subject they had studied—the education of women. Even more important, the course had, they said, "changed their lives." The specific examples of such change had several features in common: they were confident in tone and, if not aggressive, at least assertive in quality ("I now take myself and my studies seriously"); they hearkened back to the beginning by their reference to family life ("I have begun to talk with my husband about our lives together and to explain to him how I feel about getting an interesting job and having him share household responsibilities"); most of all, they were future-oriented and socially committed ("I am going to be a lawyer—I don't care what my family or anyone else thinks about that. As a lawyer, I can be useful to the women's movement").

This was the most interesting result of the course: that studying history—their own history, of course—made women feel future-oriented and socially committed. They were saying, "Here I am, beginning to understand how I got into this state of mind and material circumstance, and even how whole generations of women got here from the nineteenth century and before. Now, on the basis of that new awareness and understanding, I can think about the future and about changing the way things are." The pattern is very simple. Until you have a history, you have no future. For women it is a new experience, partly because our history has been totally obscure to us, partly also because we have tended, in the manner of *man*kind, to internalize social problems as personal ones and so imagine them accessible only to individual rather than social solutions.

While schools cannot solve social problems, they can illuminate them. Indeed, one of their prime functions is precisely that: to enlighten students about their present and their past. Or to facilitate students' enlightening each other, as in the class I have described. But I would add to the curriculum the future. We must not simply learn about the past for its own sake or to understand the present, but to imagine and even plot paths to the future. Many women's studies courses are organized in this way and for obvious reasons. To study the past and to understand the present are only the first half of women's educational needs. As Kenneth Clark has said in another context: Why study a slum except to change it, or a disease except to eliminate it?

Curriculum in general ought to include attempts at outlining a series of alternative routes along which we may move towards change. Whatever those paths, they would suggest to students a fundamental notion that now seems excluded from education at all levels. Despite the fact that we have witnessed massive technological change in our own lifetimes, most of us have been taught that human nature—however defined—does not change, indeed cannot change. Men are men, and women are women. Social institutions like marriage and the family are allegedly unalterable. People have always been prejudiced and will always be. And so forth. If we believe that things are as they are, then indeed there is no hope for change. And if we have no energy for change, there is no hope.

For change is slow, difficult, and costly, at least in terms of time and energy. There are few, if any, shortcuts. One must have either an appetite for change or a stake in it. Change is not pleasant for those content with the status quo or for those who covet stability.

The class I described met for seventeen evenings, some of them stormy sessions, confused and exhausting for all. The students read ten novels, a volume of history, six or seven essays, and sufficient autobiographical or biographical material to produce two papers each on the education of particular women. Most of the students, moreover, had also attended a previous introductory women's studies course that had met for ten evenings. The period of "change" for those women, therefore, had been a year. And while I am sanguine about the process having begun, it is a process and it was only a beginning.

Ultimately, of course, change depends on two factors: first, the energy with which feminists can teach others—masses of others, who will then teach still others, in colleges and in public schools; and second, the willingness of men (and some few women) in power to facilitate the process of change. (A word about feminists: I use the word to mean energetic "advocates" of equal opportunity for women. Men may be feminists, just as women may be antifeminists.)

Nineteenth-century feminists like Emma Willard, the founder in 1821 of Troy Seminary, the first secondary school for women in the country, and Mary Lyon, the founder a decade later of Mt. Holyoke, the first women's college, knew what they were doing when they set goals for themselves. I will not be content, one of them said, until I have sent two hundred teachers into the world. They knew that in their day only women teachers would care about and feel responsible for the education of other female students. And they were, in their day and for some time afterwards, correct. But something interfered with that process, late in the nineteenth century, as more and more women became teachers. Feminist energies were concentrated increasingly on the issue of suffrage. Women were trained as teachers not because of their commitment to the education of women but because they could be hired more cheaply than men. Whatever the factors, the result is clear: women teachers at some point in time no longer were feminists. The schools feminists had founded endured and women passed through them —but the institutions were drained of their feminist content and their commitment to change. It is hardly surprising that, once feminists lost control of the education of women, women were educated to believe in their own limited capacities and in the unlimited capacities of males.

Our chief goal now is obvious: to restore a feminist perspective to education. Laws and guidelines provide us with a major step forward. The length and duration of that step will depend on the two factors I listed earlier: the energy of feminist educators and the willingness of those in power to facilitate change. Of all the methods at hand, I would place priority upon the reeducation and education of teachers in the system. These are, in my opinion, the significant people, the crucial agents for change, since most of them are both women and teachers.

On these people rests the responsibility for perpetuating those sexual stereotypes that have had us in their grip or for breaking that mold. And yet, of course, teachers, like the women in my class, have been *denied* their history, their culture, even a just portion of the language. When we were little children, what sense did we make of all the "he's" and "hims" we heard? Did we feel included? Or were we, all 50 percent of us, left watching the action from the sidelines, as in all the texts? And where were we in the history books? Where were our grandmothers who had filled the sweatshops of our great great grandmothers who had crossed the prairies and built houses and begun towns, sometimes without any menfolk at all? What do we know of "the longest revolution," that struggle for women's rights that is at least as old as the American Revolution? Women have a history, a literature we have barely begun to uncover. There is no legitimate reason for denying women their culture and their history.

What can teachers do? They can insist on their need for in-service courses in women's studies. On campuses around the country there are now some 2,000 women's studies courses. In high schools, there are about 300 that the Clearinghouse on Women's Studies knows of. These pioneers in women's studies and other feminists ought to be recruited into a massive enterprise to reeducate teachers especially in the following areas: language, history, literature, sex-role development including vocational and other counseling, physical education, and body health needs. That is step one.

Step two is the translation by teachers of this material into new curriculum for their students. Think of the scope of that task: new nonsexist, nonracist texts on all levels. New curriculum units in every classroom. New consciousness about nonsexist behavior of teachers in classrooms. Special efforts to encourage girls to study math and science, to enter vocational schools long denied them, to learn sports they have only been allowed to observe. And that is only the beginning.

I shall close by telling you about an elementary school in New York City in which a counselor has begun to work with teachers in a form of consciousness-raising as part of a planned effort to change the sexist behavior of teachers in that school. The principal—a male, of course—invited himself to one of the sessions after they had really begun to function well. He stayed afterwards to talk with the counselor and to compliment her on her success. The teachers with whom she was working had begun to view their behavior critically. They had begun to question, for example, their patterns of segregating boys and girls at the coat hooks, in the lunch lines, etc., and their ways of dealing with the two sexes as they taught different subjects. The teachers' insights had energized them. The principal had felt a sense of power in the room. "The teachers," he said to the counselor, "might discover that they can change the school. What about that?" he queried. "That's their job," she said. And I would add, that's the job ahead for all of us this decade and next.

"Varieties of Denial" by Florence Howe
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WORKSHOP 3: SEX DISCRIMINATION IN SCHOOLS: LAWS AND ASSESSMENT

Time: 2½ to 3 hours

Trainers' pages are numbered T 3-1 to T 3-17; handout materials are numbered H 3-1 to H 3-71

Purpose: To give participants:

1. general familiarity with the regulations of Title IX.
2. familiarity with state laws and policies dealing with sex bias in education.
3. a beginning awareness of the comprehensiveness of sexism within the education system.
4. a tool to use to assess sex discrimination in participants' schools and districts.

Materials needed:

1. Sufficient copies of handouts (one for each participant):
   "Situations Relevant to Title IX"
   "PEER Summary of Title IX Regulations"
   "AAC Partial List of Actions Institutions Must Take Under Title IX"
   "State Laws, Administrative Regulations, and Policies"
   "Checklists for Assessment and Action"
   (optional) charts from Dick & Jane As Victims
2. Large chalkboard (and chalk) or chart paper (and felt pen)

Room arrangement: moveable chairs, first in semicircular arrangement for presentations and discussion

Advance Preparation:

1. Prepare presentations on Title IX and state laws.
2. Write discussion questions for "Checklists for Assessment and Action" on chalkboard or chart paper and cover until needed.

Overview*

I. Gaining familiarity with Title IX, state laws, and policies	75 minutes
BREAK	10 minutes
II. Using "Checklists for Assessment and Action"	60 - 90 minutes

*Begin the workshop with introductions of trainers and participants if people have not met before.

I. FAMILIARITY WITH TITLE IX, STATE LAWS, AND POLICIES (75 minutes)

1. Introduction (5 minutes)

   Participants should be made aware that they will get an overview of Title IX and state laws, not an in-depth examination. They are not being instructed on the procedures of implementation; they are being asked to focus on the intent of the law--equal opportunity for students, regardless of sex--in order to understand better what changes--in both attitudes and behavior--might be found necessary in their schools and districts.

2. Distribute packets of handouts containing:

   a. "Situations Relevant to Title IX"

   b. "PEER Summary of the Regulations for Title IX Education Amendments of 1972"

   c. "AAC Partial List of Actions Institutions Must Take Under Title IX"

   d. Information on state laws and policies
      (1) Cover sheet: "State laws, Administrative Regulations, and Policies"
      (2) One page summaries of state laws and policies in relevant states (available in trainers' manual: Alaska, California, Idaho, Montana, Nevada, Oregon, and Washington)

3. Using "Situations Relevant to Title IX" (5-10 minutes)

   This activity is intended to provide a gauge of how much participants know about Title IX, and to lead into the reading of the PEER summary.

   a. Read each situation aloud, asking participants to respond briefly to "Yes" or "No" to each question. Participants can write their answers on their own sheets. Note the responses (perhaps on the chalkboard) but do not give the answers at this time.

   b. Tell participants that as you next go through the PEER summary, they should be on the lookout for answers to the seven questions in the "Situations Relevant to Title IX."

4. Using the "PEER Summary of the Regulations for Title IX Education Amendments of 1972" (25 minutes)

   a. Before you read the summary aloud, you might wish to say:

      (1) "Some of the stipulations of Title IX are of particular concern to colleges and do not apply to elementary and secondary schools. I will touch on these briefly, for your information, but we will emphasize matters of concern to our schools."

      (2) "Let's wait for more extensive discussion of issues and questions until after we have reviewed both the PEER Summary and the AAC List of (required) Actions. We will then have the broad picture before focusing on certain problems at greater length."
      (NOTE: We have found that discussions about athletic programs can be very heated and emotionally charged, and may dominate the entire presentation of Title IX, unless the trainer presents on overview of the Regulations and Actions before entertaining discussion.)

b. Read the Summary aloud. During the reading, point out the answers to questions raised in the handout "Situations Relevant to Title IX." (Answers to these questions are given on the trainers' copy of the "Situations," page T 3-11. Relevant sections are indicated on the PEER summary below, which is annotated for trainers.)

If participants raise questions about the Regulations as presented in the PEER Summary, answer them briefly or defer the questions to the Discussion section following the review of the PEER summary.

Peer

SUMMARY OF THE REGULATION* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 says:

"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are schools whose primary purpose is training for the U.S. military services or the merchant marine and educational institutions controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs. In addition, the "Bayh Amendment" to Title IX exempts the membership policies of the Girl and Boy Scouts, the YMCA and YWCA, Campfire Girls and other single sex "youth service organizations" whose members are chiefly under age 19. This special exemption does not apply to recreational youth groups such as Little League. Also exempted by the amendments are university-based social fraternities and sororities.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for Improvement of Education.

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*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Cleila Steele. Staff: Robin Gordon, Mary McKenzie, Chris Rusnock, Lynda Weston.

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GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must complete the evaluation and steps to overcome the effects of bias by July 21, 1976.

Implementation is laid out in clearer detail in the "AAC Partial List of Actions"

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.).

Grievance procedures are required at the school/district level.

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS — § 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Situation 5

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Rights to privacy are protected.

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Situation 1

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

Again, rights to privacy are protected.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools have until July 21, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

If all sopranos turn out to be girls, its OK to have an all-girl soprano section; and so on.

Situation 4

This is a strongly worded section: no exceptions or exemptions.

This is not an "exception": Its purpose is to eliminate sex bias.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

At this time, elimination of discrimination is being defined as "providing reasonable opportunities."

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

Situation 2

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

TITLE IX, PEER SUMMARY (cont.)

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

At this time, elimination of discrimination is being defined as "equality of opportunity." This is a complicated, somewhat vague term resting heavily on the good faith of the school and district.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Situation 3

Adjustment period. Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

Situation 6; State laws and guidelines may cover textbooks and materials.

EMPLOYMENT — § 86.51 - 86.61

General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

Situation 7

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures
HEW conducts compliance reviews — broad-based inves- 1.
tigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints sub- 2.
mitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions
to keep records demonstrating whether they are comply- 3.
ing with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW
within 180 days of the date of discrimination. Aside from 4.
this requirement, no specific time limits are set on any other proceedings. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Jus-
tice for possible federal prosecution or to state or local 5.
authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

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*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81.

Peer

TRAINERS' COPY: SITUATIONS RELEVANT TO TITLE IX

(NOTE: Answers should be withheld until reading the PEER Summary.)

An article by Bill Keller in The Oregonian (Portland, July 6, 1975) motivated this activity. All these situations apply to public schools.

1. An elementary school has separate physical education classes for boys and girls. Under Title IX is this legal?

   Answer: No. Sections 86.34 and 86.35

2. A high school counselor advises a pregnant 16 year-old to transfer to the district's special school for pregnant girls until she has her baby. According to Title IX, is this legal?

   Answer: Depends on how strong the "advice" is. Section 86.40

3. A school district spends $10,000 each year on its interscholastic athletic program. Half of the district's students are girls. Must the district spend half of its athletic allotment on interscholastic sports for girls?

   Answer: No. Section 86.41

4. A vocational high school specializes in heavy industrial mechanics. It is open to both sexes, but gives preference to men on the grounds that it promises to find jobs for students, and heavy industrial jobs for women are scarce. Is this legal under Title IX?

   Answer: No. Sections 86.34 and 86.35

5. A high school wants to let a local men's club use its athletic field free of charge for an all-boys' track meet. May it?

   Answer: It depends upon the cost to the school, and whether the track is equally available to girls' events. Section 86.31

6. Students in a public school are required to read textbooks with a blatant sex bias. Must the school change the textbooks under Title IX?

   Answer: No. Section 86.42. Title IX does not cover texts and other materials. These may be covered by state law or state policy.

7. A school district asks female applicants for teaching jobs whether they are "Miss" or "Mrs." Is the school district breaking the law?

   Answer: Yes. Section 86.57. According to Title IX, if marital status is asked of any applicant, it must be asked of all. However, this information is not to be a factor when considering an applicant for a job.

TITLE IX, PEER SUMMARY (cont.)

(10 min)

5. Using the "Partial List of Actions Institutions Must Take Under Title IX"

   Suggest that participants save their questions on Title IX until they have also reviewed the list of required actions. Suggested introduction:

   > "One of the first questions people have about Title IX is what, specifically, are they expected to do. What should their schools be doing this year, next year, and so on? The American Assocation of Colleges has compiled a brief list which we can read now."

   As you read aloud, you may wish to highlight sections of particular relevance to the workshop participants. The Reference List included with this workshop (page T 3-16) contains information on how to obtain more complete checklists and descriptions of required actions under Title IX.

6. Discussion of Title IX (15 minutes)

   Often a participant raises a question about the legality of a policy or practice which the Title IX Regulations do not specifically cover, or which is vaguely discussed in the Regulations and the Summary. If you cannot answer the question, explain that school people and parents need to get advice on certain issues from people especially skilled in the law. (The names of people familiar with the details of Title IX are included in the "State Law" handouts which will be reviewed next.)

   Explain that in many instances, the law is not clearly defined and, further, is continually developing. Sometimes disagreements in interpretation of the law are ultimately taken to the courtroom for resolution. In addition, social pressure often brings about changes in the law through the legislative process, as well as changes in court interpretation of the law. Thus, the uncertainties with regard to Title IX will be worked out in the next several years.

7. Using the handout, "State Laws, Administrative Regulations, and Policies" (5-15 minutes)

   Ask participants to read through the handout on state laws and policies with particular attention to areas in which the regulations of their states go beyond the provision of Title IX.

   Discuss briefly the special provisions of laws and policies in your state. Ask participants what implications these state laws and guidelines have for teacher behaviors, classroom practices, curriculum, instructional materials, etc.

Plan a break for 10 minutes.

II. USING "CHECKLISTS FOR ASSESSMENT AND ACTION" (60-90 minutes)

1. Distribute copies of the "Checklists for Assessment and Action."

2. Suggested introduction:

   "These Checklists are responsive to the law's statement that 'no person ...shall, on the basis of sex, be... subjected to discrimination under any education program or activity...' Thus they are comprehensive and highly detailed, examining sex discrimination in all aspects of he school system. It would take too much time to cover them all in the workshop, but it will be possible to get an overview, and to focus on some parts in detail.

   "The Checklists should be understood as reflecting the long-term, fundamental implications of laws requiring the elimination of sex discrimination in education. They are not forms designed to implement directly the Regulations for Title IX or state laws; those specific Regulations should be discussed and handled in some other workshop. The Regulations, and the forms required for implementing them, will change over time as the law is put into practice and clarified through court cases and individuals' experiences under the law.

   "The Checklists are designed to help school personnel, parents, and students become more aware of the many ways in which sex discrimination may be manifested in a school; they focus on the spirit, the fundamental intent of the law. When used as an assessment tool, the Checklists will help reveal areas in which change is needed. Thus the Checklists may be used to precede and accompany self-evaluation forms required by law; they may also be used by themselves to help educators, parents and students become more aware of sex discrimination in the schools and of policies and practices that perpetuate this discrimination."

3. Ask participants to read through the Checklists (15-20 minutes)

   As they read they can be thinking about the following questions (which should be on the chalkboard or on chartpaper):

   a. What types of sex discrimination that are examined are new to you?

   b. What areas of discrimination need to be worked on in your school or district?

4. After participants have looked through the lists, ask them to respond in large group discussion to the questions raised above. (10 min.)

NOTE: Administrators may inquire why there is not a specific checklist for administrators. Explain that administrators should become familiar with all the checklists so they can provide leadership in ending sex discrimination in all areas of school life. Administrators can examine their own attitudes and behaviors by using the checklists for teachers, counselors, and parents. Administrators should also pay special attention to the checklists on census, staffing, and budget.

USING "CHECKLISTS FOR ASSESSMENT AND ACTION"

5. Focus on a specific checklist: "Checklist for Teachers" (30-60 min) (see page H 3-41)

   Suggested introduction:

   > "Since attitudes and behaviors are important in assessing the degree of sex discrimination in our schools, let's look at the part of the Checklist that deals with teachers' attitudes and behaviors."

   If there are two trainers, ask participants to divide into two smaller groups, with a trainer in each.

   Suggested introduction of group discussion:

   > "Many of the items on this list refer to socially acceptable behavior--behavior thought of as courtesies, or 'natural,' or as unimportant but OK. Nevertheless, a 'yes' response may indicate that the teacher discriminates on the basis of sex, and may have patterns of attitudes and behaviors that deny equal opportunity for individual development to girls and boys. As we look at the items on the list, let's discuss why a person who gives a 'yes' response may be showing a pattern of discriminatory attitudes and behaviors. In other words, let's examine how traditional sex-role socialization limits children's options---limits development of their full potential."

   The groups can read through the list aloud, pausing after each item for comments and questions. Or, participants can specify which items they want to talk about.

   Some participants may not understand how some of the attitudes and behaviors under discussion pertain to sex discrimination--how certain attitudes and behaviors based on traditional sex role distinctions limit the options of children and adults. If this is the case, respond to the participants' questions yourself, or invite other participants to respond.

6. Conclude the discussion of the "Checklists" (5 minutes)

   If participants have broken into two smaller groups, ask them to come together for a concluding discussion.

   The following questions can be used to conclude the discussion. As well, these questions prepare for the next workshop, "Strategies for Ending Sex Discrimination":

   a. What discrimination have you identified in your school/district?

   b. What priorities would you set as you work to eliminate discrimination in your school/district?

   c. Start to think about: How are you and others going to effect change in your school/district? What strategies will you use? What strategies will you recommend to other people?

OPTIONS FOR WORKSHOP 3

Instead of discussing the "Checklist for Teachers" you might want to:

OPTION 1: Use other Checklists

You will be able to devise a variety of ways to use other Checklists, depending upon the responsibilities and needs of the participants.

For example, for a workshop group composed of classroom teachers, you could use the "Materials Questionnaire" to provide experience in evaluating materials for biased content. Provide samples of instructional materials being used, or ask the teachers to bring their own. (This activity might be done in conjunction with a slide show: See OPTION 2, below)

Or, if a workshop group is composed of people in many different job categories, smaller "same job" groups can be formed to go over in detail those Checklists that pertain to them and their jobs. (Most participants may also want to review the "Questions for Parents.") After looking at different Checklists, groups can come together to report to the larger group where they found the greatest sex discrimination, as well as where they found more equal treatment.

OPTION 2: Use a slide show on sex stereotyping in school books

See Reference List (page T 3-17) for slide shows which can be used. (Other slide shows are listed in the National Organization for Women "Information on Sexism in Education" resource list, included at the end of this manual, page R-29)

Suggested introduction:

> "Now that we've looked at the variety of ways that sexism manifests itself in schools, let's look at a slide show that concentrates on one area where sexism is rampant---textbooks. Since children use textbooks everyday in school, the importance of the sexism in the books shouldn't be minimized. Many teachers have found that by pointing out the sex stereotyping in books to their students, the students soon become interested and involved in questions of sex role differentiation. Let's view the slide show now with the purpose of learning what to look for when assessing instructional materials for stereotyping."

Some discussion questions:

a. What subtle kinds of sex stereotyping did the slides point out?
b. What do students learn about girls and women from these books?
c. What do students learn about boys and men from these books?
d. What are some things that teachers, parents, administrators, and students can do to counteract the stereotyping present in school texts?
e. Does your school library have books which present other role models for females and males? Does the community library?
f. Are nontraditional sex role images present in the classroom?

Distribute the charts from Dick & Jane As Victims (pages H 3-52, 53, and 54 to document the extent of sex stereotyping in elementary school reading books.

REFERENCES FOR WORKSHOP #3: LAWS, ASSESSMENT

Laws

Equal Rights for Women in Education series, Education Commission for the States (300 Lincoln Tower, 1860 Lincoln St, Denver,Colorado, 80203)

- #62 "A Handbook of State Laws and Policies Affecting Equal Rights," 1974, $2.00 prepaid.
- #70 "An Overview of Federal Court Decisions Affecting Equal Rights for Women in Education," $4.00 prepaid.
- #77 "Equal Rights Resource Handbook for Policy Makers," $2.50 prepaid.

Project on the Status and Education of Women, Association of American Colleges (1818 R St. NW, Washington DC 20009) Write for a list of free materials on Title IX. Included is a chart of all federal laws and regulations concerning sex discrimination in educational institutions.

PEER: Project on Equal Education Rights, 1029 Vermont Ave NW, Suite 800, Washington DC 10005. Write for free newsletter with up-to-date information on Title IX activity and related matters.

"Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972," Margaret Dunkle and Bernice Sandler, in Inequality in Education, no. 18 (Oct 1974) Center for Law and Education, Harvard University.

Sports Kit, Women's Equity Action League, 799 National Press Bldg., Washington DC 20004, $2.00. Explains Title IX regulations that pertain to sports.

Assessment

A Guide for Title IX Self-Study, KEDS General Assistance Center, College of Education, Kent State University, Kent OH 44242.

Resource Center on Sex Roles in Education, National Foundation for the Inprovement of Education (1201 16th St NW, Room 701, Washington DC 20036) Has many good materials; write for a price list. Of particular interest for Title IX compliance:

Complying with Title IX: The First 12 Months, $1.
Complying with Title IX: Implementing Institutional Self-Evaluation $3.

Self Study Guide to Sexism in Schools, Pennsylvania Department of Education, Box 911, Harrisburg PA 17126.

Biased Textbooks: A Research Perspective, Lenore Weitzman and Dianne Rizzo, and Actions You Can Take, Resource Center on Sex Roles in Education, 1974,(see address above) bound together, $1. Discusses sexism and racism.

REFERENCES, WORKSHOP #3: LAWS, ASSESSMENT, p. 2

Issues of Sex Bias and Sex Fairness in Career Interest Measurement and Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories, National Institute of Education, Career Education Program, Department of Health, Education, and Welfare, Washington DC 20208. Issues includes Guidelines; Guidelines can be ordered separately. Guidelines provide a good basic checklist and discussion for school counselors. The articles in Issues provide excellent information for further consideration of how sex bias and sex fairness are related to interest inventories, and how present inventories can and should be modified.

"Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles," Holt Rinehart and Winston School Dept, 383 Madison Ave, NY NY 10017. Gives sexist examples from textbooks and offers alternative wordings.

"Guidelines for the Development of Instructional Materials Selection Policies," and "Models for the Evaluation of Bias Content in Instructional Materials," both available from the Office of Equal Education Opportunities, Superintendent of Public Instruction, Olympia WA, 98504.

"Women in the High School Curriculum, A Review of U.S. History and English Literature Texts," Feminist Press (Box 334, Old Westbury NY 11568), 1975

Dick & Jane As Victims ($2) and Help Wanted: Sexism in Career Education Materials ($1.50), Women on Words and Images, Dept. H, PO Box 2163, Princeton NJ 08540. Thorough studies of school books.

Audio-visual resources

There are a number of slide shows available which document sex discrimination in school books and curriculum materials. Many of these are included in the Sex Equality in Guidance Opportunities (S.E.G.O.) and the National Organization for Women (N.O.W.) lists at the end of this manual.

Two additional slide shows are:

"Images of Males and Females in Elementary School Textbooks," produced by Lenore Weitzman and Diane Rizzo, available from the Resource Center on Sex Roles in Education, National Foundation on the Improvement of Education, Suite 918, 1156 15th St. NW, Washington DC 20005.

"Sex Role Stereotyping in Elementary School Books: A Hidden Curriculum," available from Feminists Northwest, 5038 Nicklas Pl. NE, Seattle WA 98105. Presents examples of sex stereotyping in all areas of the elementary school curriculum; includes examples of some new nonsexist books.

Situations relevant to Title IX

(An article by Bill Keller in The Oregonian, Portland, July 6, 1975, motivated this activity.) All these situations apply to public schools.

1. An elementary school has separate physical education classes for boys and girls. Under Title IX is this permitted?

2. A high school couselor advises a pregnant 16-year-old to transfer to the district's special school for pregnant girls until she has had her baby. According to Title IX, is this permitted?

3. A school district spends $10,000 each year on its interscholastic athletic program. Half its students are girls. Must the district spend half of that allotment on interscholastic sports for girls?

4. A vocational high school specializes in heavy industrial mechanics. It is open to both sexes, but gives preference to men on the grounds that it promises to find students jobs, and heavy industrial jobs for women are scarce. Is this permitted under Title IX?

5. A high school wants to let a local men's club use its athletic field free of charge for an all-boys track meet. May it?

6. Students in a public school are required to read textbooks with a blatant sex bias. Must the school change the textbooks under Title IX?

7. A school district asks female applicants for teaching jobs if they are "Miss" or "Mrs". Is the school district violating the law?

H 3-3

Peer

SUMMARY OF THE REGULATION*
FOR TITLE IX
EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 says:

> ***"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."***

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are schools whose primary purpose is training for the U.S. military services or the merchant marine and educational institutions controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs. In addition, the "Bayh Amendment" to Title IX exempts the membership policies of the Girl and Boy Scouts, the YMCA and YWCA, Campfire Girls and other single sex "youth service organizations" whose members are chiefly under age 19. This special exemption does not apply to recreational youth groups such as Little League. Also exempted by the amendments are university-based social fraternities and sororities.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for Improvement of Education.

GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must complete the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.).

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

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*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Clelia Steele. Staff: Robin Gordon, Mary McKenzie, Chris Rusnock, Lynda Weston.

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The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS — § 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools have until July 21, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.-41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria. not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Adjustment period. Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT — § 86.51 - 86.61

General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. Aside from this requirement, no specific time limits are set on any other proceedings. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

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*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81.

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PARTIAL LIST OF ACTIONS INSTITUTIONS MUST TAKE UNDER TITLE IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all federally funded education programs. The regulation for Title IX, which became effective on July 21, 1975, specifies a number of actions that educational institutions receiving federal funds (as well as other recipients of federal education funds) must take in order to be in compliance with the law.

The following list highlights some of the specific actions that the regulation requires.[1] The section of the regulation which spells out the requirements is noted in the left hand margin. Institutions (as well as other recipients of federal education funds) must do the following:[2]

86.3 I. Conduct a self evaluation to identify sex discrimination by July 21, 1976.[3]

As a part of this requirement, recipients must:

- Evaluate their policies and practices concerning both employment (both academic and nonacademic), and students (treatment and, where applicable, admission).
- Modify any policy or practice which discriminates on the basis of sex.
- Take "appropriate remedial steps" to eliminate the effects of discrimination.
- Have these materials on file for at least three years after the completion of the evaluation.

86.4 II. Assure the federal government that they are complying with the requirements of Title IX.

- All applications for federal education funds must be accompanied by an assurance of compliance with Title IX. (The Office for Civil Rights is developing a form to facilitate this.)

86.8(a) III. Designate at least one employee responsible for:

- Coordinating efforts to comply with the Title IX regulation.
- Investigating any Title IX complaint that is communicated to the recipient.

86.8(a) IV. Notify all of its students and employees of the appointment of the person(s) responsible for Title IX compliance. This notification must include the following information about the designated employee(s):

- Name(s).
- Office address(es).
- Telephone number(s).

86.8(b) V. Adopt and publish grievance procedures for both student and employee complaints under Title IX.[4]

86.9 VI. Notify, by October 19, 1975, certain persons and groups about the recipient's nondiscriminatory policy and Title IX obligations.

A. This notice must state that:
- The recipient does not discriminate on the basis of sex.
- Its obligations under Title IX prohibit such nondiscrimination.
- Inquiries concerning Title IX can be referred to the designated Title IX compliance person(s) or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

B. The recipient must implement specific and continuing steps to notify the following groups of the nondiscriminatory policy under Title IX:
- Applicants for admission and employment.
- Students[5].
- Employees.
- Sources of referral of applicants for admission and employment.
- All unions or professional organizations holding collective bargaining or professional agreements with the recipient.

C. This notification of the nondiscriminatory policy under Title IX must appear in:
- Local newspapers.
- Newspapers and magazines operated by the recipient or by student, alumnae, or alumni groups.
- Memoranda or other written communications distributed to every student and employee.

D. This notification of nondiscrimination must be prominently placed in each announcement, bulletin, catalog or application form used in connection with recruiting students or employees.[6]

86.9(c) VII. Notify its admission and recruitment representatives (for both students and employees) of the policy of nondiscrimination and require these persons to adhere to this policy.

86.12(b) VIII. Regarding institutions which are eligible for a "religious exemption" from portions of Title IX:
- Submit a statement by the highest ranking official of the institution identifying the requirements of the Title IX regulation which conflict with a specific religious tenet of the religious organization which controls the institution.

86.31(d) IX. *Regarding programs not operated by the recipient:
- Develop and implement a procedure designed to assure itself that required programs and activities operated by these other programs do not discriminate on the basis of sex against the recipient's applicants, students or employees.

86.32(c)(2) X. *Regarding housing not provided by the recipient (institution), but which the recipient solicits, lists, approves or assists:
- Take "reasonable action" to assure itself that this housing is proportionate in quantity and comparable in quality and cost to students of both sexes.

86.34 XI. *Regarding physical education opportunities:

- Comply fully with these requirements "as expeditiously as possible," but not later than July 21, 1978 (for secondary and post-secondary institutions).[7] (HEW has repeatedly emphasized that this three year period for physical education programs is a *transition* period, *not* a waiting period.)

86.36(b) XII. *Regarding student counseling and appraisal materials:

- Develop and use internal procedures for ensuring that these materials do not discriminate on the basis of sex.

86.36(c) XIII. *Regarding disproportionate representation of one sex in classes:

- Assure itself that such disproportion is not the result of sex discrimination in counseling or appraisal materials, sex discriminatory application of these materials, or sex discrimination by academic or guidance counselors.

86.37 XIV. *Regarding financial assistance:

- Develop and use procedures to assure overall nondiscrimination if the recipient provides any single sex financial assistance established by wills, bequests, etc.
- If aid is given to athletes, provide "reasonable opportunities" for athletic scholarships and grants in aid for members of each sex "in proportion to the number of students of each sex participating in intercollegiate athletics."

86.38(a) XV. *Regarding student placement services:

- Assure itself that any agency, organization or person, which it assists in making employment available to students, provides employment without discrimination on the basis of sex.

86.40(b)(3) XVI. * Regarding separate classes or activities for pregnant students:

- Ensure that any separate program, if offered, is comparable to that offered to non-pregnant students.[8]

86.41(d) XVII. Regarding athletic opportunities:

- Comply fully with the requirements regarding athletics "as expeditiously as possible," but not later than July 21, 1978 (for secondary and post-secondary institutions).[9] (HEW has repeatedly emphasized that this three-year period is a *transition* period, *not* a waiting period.)

* * *

FOOTNOTES

[1] For a more comprehensive description of what institutions and other recipients of federal education funds must do in order to be in compliance with Title IX, the reader is strongly urged to consult the regulation itself (45 CFR Part 86), which can be found at 40 Fed. Reg. 24128-45 (1975) or obtained from the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

[2] Unless otherwise noted, the effective date of the requirement is July 21, 1975 (the effective date of the regulation).

[3] Starred items should be included as a part of the self evaluation.

[4] Although institutions must have such a procedure, there is no requirement that individuals who believe that they have faced sex discrimination prohibited by Title IX must use this procedure.

[5] Parents of elementary and secondary students must also be notified.

[6] Additionally the regulation bars recipients from using or distributing such publications if they suggest, "by text or illustration," that the recipient discriminates on the basis of sex in violation of Title IX [86.9(b)(2)].

[7] Elementary schools must comply with the provisions of this section no later than July 21, 1976.

[8] The regulation requires that participation in these programs be completely voluntary.

[9] Elementary schools must comply with the provisions of this section no later than July 21, 1976.

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges began operations in September of 1971. The Project provides a clearinghouse of information concerning women in education and works with institutions, government agencies, and other associations and programs affecting women in higher education. The Project is funded by the Carnegie Corporation of New York, the Danforth Foundation, and the Exxon Education Foundation. Publication of these materials does not necessarily constitute endorsement by AAC or any of the foundations which fund the Project.

November 1975

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STATE LAWS, ADMINISTRATIVE REGULATIONS, AND POLICIES

Although Title IX does not cover curriculum and instructional materials, school personnel need to be made aware that state laws, regulations, and/or policies do apply to curriculum and instructional materials. No regulation was made at the federal level because, in the works of Secretary Weinberger:

> "Textbook and curricular content is, I believe, more properly dealt with at the State and local level. In my opinion, it would be both highly questionable from a constitutional standpoint, and wholly inappropriate for the Federal government to move in this area, and I do not think there is any evidence that Congress desired such a result." (Our emphasis)

Therefore, school personnel need to consult state laws and regulations, and local laws and regulations, for guidance on policies and practices affecting curriculum, instructional materials, and by implication, teacher/student attitudes and behaviors. We have attached brief descriptions of relevant state laws, regulations, and policies, as well as names of people who can be contacted for more detailed information.

Trainers should stress that curriculum and instructional materials are in fact included under state laws and/or state Department of Education guidelines. The intent of Title IX is that curriculum and instructional materials be covered, but in ways appropriate to each state: thus the absence of a specific federal law, and the encouragement of the development of appropriate state regulations. The differences between the states will be apparent in the descriptions below, but it will be noticed that all states involved in Project Awareness have in their own varying ways expressed the expectation that school personnel will work toward the elimination of sex discrimination in all aspects of public education, including curriculum and instructional materials. The one apparent exception among the seven states discussed here is Alaska. To the best of our knowledge, Alaska has no state laws, regulations, or guidelines regarding sex discrimination in education.

The state commitment to eliminating sex discrimination in schools may be strengthened by a state law equivalent to Washington's RCW 28A.85 (formerly HB 413). A copy of this bill is included in this handout.

ALASKA

Alaska ratified the Equal Rights Amendment in 1972. The state constitution was amended in 1972 to prohibit denial of civil rights on the basis of sex. In addition, state legislation has been passed providing that no person will be deprived of the privileges of the University of Alaska because of sex (AS 14.40.050), and that sex discrimination will not be practiced in scholarship, loan and grant programs (AS 14.40.880).

Other than these actions showing general awareness of the need to end sex discrimination, Alaska has not developed on the state level programs or policies to combat sex stereotyping in instructional materials, teacher training, vocational education or school guidance.

Roberta Dowell has been designated to work with Title IX and related matters, and there are local groups in both Fairbanks and Anchorage working on sex discrimination in education. In Anchorage information on groups and individuals can be obtained from:

Lynne Woods
Human Relations Officer
Anchorage School District
4600 DeBarr Road
Anchorage, Alaska 99504
(907) 333-9561

Alaska Women's Resource Center
524 W. 6th Avenue
Anchorage, Alaska 99503
(907) 278-9047
(publishes the Sourceline, a newspaper
with information on women's special
education projects)

In Fairbanks, contact:

Suzanne Iudicello
NOW Newsletter editor
Fairbanks Chapter NOW
PO Box 73244
Fairbanks, Alaska 99701

CALIFORNIA

California ratified the ERA in 1972 and has several laws and regulations dealing with sex discrimination in education. In general, trainers should know that California law supports Title IX and goes beyond it; specifically prohibited are instruction, instructional materials, activities, and purchase of textbooks or instructional materials "which reflect adversely upon persons because of their sex." In addition, schools must include in their required social studies courses a study of the role and contribution of "women, American Negroes, American Indians, Mexicans, persons of Oriental extraction, and other ethnic groups".

If you are interested in copies of California's laws and regulations, refer to...

athletics: AB 1559 (1975), SB 1213 (1975), AB 3650 (1974)
maternity leave: AB 1060 (1975); AB 3905 (1974)
course offerings: amendments to Chapter 5, Division 1 of the Education Code
instructional materials: 1971 amendment to the Education Code (AB 351 and SB 436); amendments to Chapter 4, Division 7 of the Education Code: Section 9243
required study of women and ethnic minorities in social studies courses: amendments to Sections 8553, 8576 of the Education Code.

Copies of legislation, special workshops on Title IX, state laws and related matters can be obtained from or arranged by:

Elena Wong
Bureau of Intercultural Relations
Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 445-9482

Lisa Hunter, Director, Sex Desegregation
STRIDE/General Assistance Center
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3112

PROJECT ADVANCE Regional Coordinators,
Dr. Kathryn Cirincione-Coles, Director
Center for Advanced Studies in Education
University of San Francisco
2130 Fulton
24 Phelan Hall
San Francisco, CA 94117
(415) 666-6378

IDAHO

Idaho school personnel can obtain the "Guidelines for Public School Affirmative Action Planning" for a description of the state's commitment to fair employment practices and non-discriminatory delivery of educational services. "Non-discriminatory delivery of educational services" includes all requirements of Title IX, plus course content and teaching materials which are expected:

> "to be free of stereotyped portrayals"
> "to reflect an accurate picture of the lives of people past and present"
> "to be defined by ability and interest of students rather than by other arbitrary criteria such as sex or race"

Idaho ratified the ERA in 1972. In addition, the Joint Policy of the Idaho State Board of Education (ISBE) and the Idaho State Superintendent of Public Instruction provides "that the State Department of Education (SDE) and the ISBE and those under the control and supervision of the ISBE will take affirmative action to assure that the educational resources and opportunities of this state are made available on an equal basis to all students under the jurisdiction of the state without regard to sex, conditions of birth, ancestry, national or ethnic origin, race, color, exceptionality, religion, family relationships, or personal or political patronage."

The SDE sees its role as encouraging and assisting local districts develop and implement "affirmative action plans" as described in the paragraph in the paragraph above. The Guidelines can be obtained from:

Rudy Liverette
SDE Affirmative Action/Desegregation Supervisor
Idaho State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

For more detailed information and special workshops on Title IX and related state laws (e.g. H.B. 2153) comparable to parts of Title IX, regulations, and guidelines, you may contact the following people at the State Department of Education address above:

Leila Lewis, Consultant, Pupil Personnel Services (also S.E.G.O. Representative)
(208) 384-2113; 384-2281

Driek Zirinsky, Consultant, Language Arts
(208) 384-2168

Questions focusing on personnel matters (compliance with Title V11, etc.) can be directed to:

Linda Marshall, Senior Personnel Analyst
Idaho Personnel Commission
Capitol Building
Boise, Idaho 83720

MONTANA

In 1972 Montana adopted a new state constitution, Article X of which guarantees equality of educational opportunity for every person in the state. The 1975 legislature enacted numerous laws prohibiting discrimination based on sex; in 1974 Montana ratified the Equal Rights Amendment.

In a position statement adopted in March 1975, the Board of Public Education stated: "Changes in curriculum, school codes, employment practices, athletics, instructional materials and methods will undoubtedly occur when educators, parents, and citizens examine their respective schools for sex bias in policy or practice."
"The Board of Public Education interprets the promise and imperative of Title IX to be wholly consistent with the state constitution, school law and the philosophy set forth in the Basic Quality Education study. Therefore, the Board urges careful, complete, and immediate compliance with Title IX by Montana's public schools." (our emphasis)

In Montana, Title IX On-site Coordinators have been designated in all school districts; a Title IX Needs Assessment is now being carried on by these On-site Coordinators. This work is being coordinated by a Title IX Specialist in the Office of the Superintendent; the State Superintendent and staff are giving active encouragement and assistance to the efforts of local districts.

For more detailed information and special workshops on Title IX, state laws and guidelines, and related matters, you may contact:

Mary Leonard-Connor
Title IX Specialist
Office of the Superintendent of Public
  Instruction
State Capitol
Helena MT 59601
(406) 449-2752

In addition, Elaine Clayborn, Cultural Awareness Specialist, Office of the Superintendent, can provide special information regarding ethnic minority women.

NEVADA

Although Nevada state laws reserve "The responsibility of establishing a statewide policy of integration or desegregation of public schools" the legislature has reaffirmed "its intent that public education in the State of Nevada is essentially a matter for local control by local school districts." The state board of education shall "and local and other school officials may" advise the legislature at each regular session of any recommended legislative action to insure equality of educational opportunity for all children in the State of Nevada.(Nevada Revised Statutes 385.005) Where no state laws exist, Federal laws and regulations take effect.

Thus at press time, Nevada does not have a designated Title IX Coordinator at the state level. The responsibilities are shared by appropriate staff memebers in order not only to provide a broader knowledge in the total Nevada Department of Education in the legislation and accompanying activities, but also to provide more services to local districts on this subject. The Nevada Department of Education is actively exercising its advisory powers in encouraging the elimination of discrimination on the basis of sex. At the present time, the Nevada Department of Education has a Task Force on Sex Discrimination appointed to implement the recommendations of the Ad Hoc Committee to Consider Sexism in Nevada Schools. The Task Force is surveying local school districts on discrimination on the basis of sex, working with the Nevada State Textbook Commission on text book selection criteria, and conducting statewide awareness workshops. Many of these project are being conducted within Nevada's Title IV (Civil Rights Act) project.

Copies of the Ad Hoc Committee Report may be obtained from:
Amy D. Heintz, Consultant, Nevada Department of Education
400 W. King Street, Capitol Complex
Carson City, NV 98710; phone (702) 885-5700, ex. 245

Copies of the Affirmative Action Program for Nevada within Title IV (Civil Rights Act) may be obtained from:
William Schultz, Director, Office of Internal Services
Nevada Department of Education, see address above
phone (702) 885-5700, ex. 200

For recommendations on persons to conduct special workshops on Title IX or for other activities related to sex discrimination, inquiries should be directed to:
James Costa, Deputy Superintendent, Nevada Department of Education
See address above; phone (702) 885-5700, ex. 270

The Nevada State Textbook Commission expects to have sex stereotyping criteria ready for use in 1976-77 public school textbook pilots and adoptions. This list of criteria may be obtained in Fall, 1976, from:
Victor M. Hyden, Executive Secretary
Nevada State Textbook Commission, Nevada Department of Education
see address above; phone (702) 885-5700, ex. 250

OREGON

Oregon ratified the ERA in 1973 and has a number of state laws that not only reflect Title IX concerns but go beyond them, covering discrimination in textbooks and curriculum, requiring public schools to give special emphasis to "respect for all humans" and the "dignity and worth" of individuals and groups and their participative role in society.

The State Board of Education is expected to release (early 1976) new administrative rules responsibe to the state legislation. Ask for: 21-040 Nondiscrimination and Equal Employment and Educational Opportunity; 22-245 Administration. A descriptive summary of state laws and administrative rules can be found in the EDU-GRAM, December 1975 (see attached pages).

Trainers may also find useful "A Suggested Policy Guide for School Districts: Equal Educational Opportunities" and "Suggested Personnel Policy Guidelines for School Districts: Affirmative Action" available from the Oregon Board of Education, 942 Lancaster Drive, NE, Salem, 97310.

For special workshops on Title IX, state laws and guidelines, and related matters, contact:

Coordinator
Equal Educational Opportunity Programs
Department of Education
942 Lancaster Drive NE
Salem, OR 97310
(503) 378-3061

Kathryn Scotten Preecs
Womens Program Coordinator
General Assistance Center
Portland State University
PO Box 751
Portland, OR 97210
(503) 229-4624

The State Department of Education considers its primary role to be leadership and support, although it has compliance responsibility for some sections of state and federal regulations requiring monitoring and annual reporting.

OREGON
EDU-GRAM
12/75

Table I
Nondescrimination Laws Related to Schools and Interschool Programs

	Age	Handicap	National Origin	Race	Marital Status	Religion	Sex	Major Provisions	Administering Agency
FEDERAL LAWS									
Civil Rights Act, 1964, Title VI			X	X		X		Prohibits discrimination against students and others. Applies to all institutions receiving federal money.	Office of Civil Rights, Department of Health, Education and Welfare, Washington, DC 20201
Education Amendments Act, 1972, Title IX applies to ESEA, Higher Education Act, Civil Rights Act							X	Prohibits sex discrimination in education, including academic, extra-curricular, research, training, admission and recruitment, employment, and other programs or activities. Applies to all institutions receiving federal funds.	Office of Civil Rights, HEW
Rehabilitation Act, 1973, Section 504		X						No otherwise qualified handicapped individual can be excluded from participation in or discriminated against in any program or activity receiving federal financial assistance.	Office of Civil Rights, HEW
STATE LAWS									
								CURRICULUM	
Ch. 423, OL 1975 (HB 2132)	X	X	X	X	X	X	X	Requires the State Board of Education to encourage development and implementation of curriculum materials to improve instructional effectiveness; develop nondiscriminatory courses of study and disseminate program materials; stimulate the implementation of innovative approaches to instruction and disseminate new methodology; build capabilities for objective evaluation.	State Board of Education, 942 Lancaster Dr. NE, Salem 97310
ORS 336.067 As amended by Ch. 531, OL 1975 (HB 2810)	X	X	X	X		X	X	Requires public schools to give special emphasis to: instruction in "respect for all humans"; acknowledgement of the dignity and worth of individuals and groups and their participative role in society.	Local district board, programs monitored by Oregon Department of Education
								SCHOOL AND INTERSCHOOL ACTIVITIES	
ORS 326.051 As amended by Ch. 204, OL 1975 (HB 2131)	X	X	X	X	X	X	X	Prohibits discrimination against any person in school or interschool programs, services or activities. Sanction: withholding of state funds by the State Board.	Superintendent of Public Instruction, 942 Lancaster Dr. NE, Salem 97310
As amended by Ch. 459, OL 1975 (HB 2130)			X	X	X	X	X	Orders the State Board of Education to adopt rules regarding school and interschool activities.	State Board of Education

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ORS 332.075 As amended by Ch. 459, OL 1975 (HB 2130)	X	X	X	X	X	X	X	Authorizes any school to be a member of and pay fees, if any, to any voluntary organization that administers interschool activities or that facilitates the scheduling and programming of interschool activities.	Local district board
								TEXTBOOKS AND INSTRUCTIONAL MATERIALS	
ORS 337.260 As amended by Ch. 754 OL 1975 (HB 3158)	X	X	X	X		X	X	Requires State Board of Education to adopt textbooks that reflect respect for all people and their contributions to our history and system of government.	State Board of Education
ORS 337.050 As amended by HB 3158	X	X	X	X	X	X	X	Requires State Board to establish guidelines and criteria for textbook selection.	State Board of Education
ORS 337.060 As amended by HB 3158	X	X	X	X	X	X	X	Requires publishers to document that each textbook conforms to State Board guidelines.	State Board of Education
ORS 337.120 As amended by HB 3158	X	X	X	X	X	X	X	Permits districts to involve citizens in the process of textbook selection from the approved list.	Local district board
ORS 337.141 As amended by HB 3158	X	X	X	X	X	X	X	Requires districts to select textbooks that meet the guidelines and criteria established by the State Board.	Local district board
								SPECIAL EDUCATION	
ORS 339.030(4)		X						Districts must get handicapped children into school or provide for their education in other ways.	State Board of Education
ORS 343.285 As amended by Ch. 343 OL 1975 (SB 157)		X						Mandates parents' right to notification and hearing before the school board or its appointee if there is an objection to the placement, transfer, or denial of placement of a child in a special education program.	Local district board
ADMINISTRATIVE RULES									
OAR 581-21-040	X	X	X	X	X	X	X	Prohibits school districts from discriminating in school programs or interschool activities.	Oregon Department of Education, 942 Lancaster Drive NE, Salem 97310
OAR 581-22-245 (C) Minimum Standard	X	X	X	X	X	X	X	Requires districts to provide equal opportunity for all students under any education program or activity administered or authorized by the State Board.	Local district board program monitored by the Department of Education
OAR 581-43-115	X	X	X	X	X	X	X	Requires community colleges to provide a learning climate in which rights and responsibilities are protected and emphasized.	Community College Board, monitored by the Department of Education
								Prohibits community colleges from discrimination against any student in procedures of admission and retention, extra-curricular activities.	Department of Education

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WASHINGTON

Washington voters ratified the ERA in 1973; in 1972 the State Constitution was amended to prohibit denial of civil rights on the basis of sex.

Discrimination on the basis of sex in grades K-12 of the Washington Public Schools is specifically prohibited by law (Chapter 28A.85 RCW; formerly HB 413). The State Superintendent of Public Instruction was charged with preparing rules and regulations for implementation of this legislation; these regulations were adopted in May, 1976. They will be published as Chapter 392-190 WAC: Equal Educational Opportunity - Sex Discrimination Prohibited and can be obtained by writing :

Beth Voorhees Wilke
Equal Educational Opportunities
Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753- 2560

The law and the guidelines cover, for any activity conducted by or in behalf of a school district: public school employment, counseling and guidance services to students, access to course offerings, and textbooks and instructional materials used by students. In regard to instructional materials, the regulations state: "The instructional materials policy of each school district required by RCW 28A.58.103 shall incorporate therein, as part of the selection criteria, a specific statement requiring the elimination of sex bias in all textbooks and instructional materials" effective for all materials ordered after July 1, 1976. The Washington State Guidelines for the Development of Instructional Materials Selection Policies (RCW 25a.58.103; November, 1975) can be obtained by writing:

Jean Wieman
Supervisor, Learning Resources
(address above)

Either Beth Voorhees Wilke or Jean Wieman can provide copies of Models for the Evaluation of Bias Content in Instructional Materials, a very useful publication.

For special workshops on Title IX, Washington state laws and guidelines, and related matters, contact:

Beth Voorhees Wilke
(address above)

Lynda Baril , Patricia Yates
Equal Opportunity Specialists
Office for Equal Rights
Region X , DHEW
1321 2nd Ave
Seattle, WA 98101
(206) 442-0473

Pam Jacklin
Affirmative Action Director
Washington State University
Pullman, WA 99163

(509) 335-8288

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SUBSTITUTE HOUSE BILL NO. 413

State of Washington
44th Legislature
1st Extraordinary Session

by Committee on Education (Originally sponsored by Representatives Wojahn, O'Brien, Pardini, Sommers, Fortson, Valle, Brown, Haley, Lysen, Bagnariol and Maxie)

Read first time February 28, 1975, and passed to second reading.

AN ACT Relating to education; creating new sections; adding new sections to chapter 223, Laws of 1969 ex. sess. and to Title 28A RCW as a new chapter thereof; and providing penalties.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Section 1. Inequality in the educational opportunities afforded women and girls at all levels of the public schools in Washington state is a breach of Article XXXI, section 1, Amendment 61, of the Washington state Constitution, requiring equal treatment of all citizens regardless of sex. This violation of rights has had a deleterious effect on the individuals affected and on society. Recognizing the benefit to our state and nation of equal educational opportunities for all students, discrimination on the basis of sex for any student in grades K-12 of the Washington public schools is prohibited.

NEW SECTION. Sec. 2. The superintendent of public instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students.

(1) Specifically with respect to public school employment, all schools shall be required to:

(a) Maintain credential requirements for all personnel without regard to sex;

(b) Make no differentiation in pay scale on the basis of sex;

(c) Assign school duties without regard to sex except where such assignment would involve duty in areas or situations, such as but not limited to a shower room, where persons might be disrobed.

(d) Provide the same opportunities for advancement to males and females; and

(c) Make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and noninstructional duties, on the basis of sex.

(2) Specifically with respect to counseling and guidance services for students, they shall be made available to all students equally. All certificated personnel shall be required to stress access to all career and vocational opportunities to students without regard to sex.

(3) Specifically with respect to recreational and athletic activities, they shall be offered to all students without regard to sex. Schools may provide separate teams for each sex. Schools which provide the following shall do so with no disparities based on sex: Equipment and supplies; medical care; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; laundry services; assignment of game officials; opportunities for competition, publicity and awards; scheduling of games and practice times including use of courts, gyms, and pools; PROVIDED, That such scheduling of games and practice times shall be determined by local administrative authorities after consideration of the public and student interest in attending and participating in various recreational and athletic activities. Each school which provides showers, toilets, or training room facilities for athletic purposes shall provide comparable facilities for both sexes. Such facilities may be provided either as separate facilities or shall be scheduled and used separately by each sex.

The superintendent of public instruction shall also be required to develop a student survey to distribute every three years to each local school district in the state to determine student interest for male/female participation in speci[illegible] sports.

(4) Specifically with respect to course offerings, all classes shall be required to be available to all students without regard to sex: PROVIDED, That separation is permitted within any class during sessions on sex education or gym classes.

(5) Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference

books and audio-visual materials, they shall be required to adhere to the guidelines developed by the superintendent of public instruction to implement the intent of this chapter: PROVIDED, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

NEW SECTION. Sec. 3. The office of the superintendent of public instruction shall be required to monitor the compliance by local school districts with this chapter, shall establish a compliance timetable and regulations for enforcement of this chapter, and shall establish guidelines for affirmative action programs to be adopted by all school districts.

NEW SECTION. Sec. 4. Any person aggrieved by a violation of this chapter, or aggrieved by the violation of any regulation or guideline adopted hereunder, shall have a right of action in superior court for civil damages and such equitable relief as the court shall determine.

NEW SECTION. Sec. 5. The superintendent of public instruction shall have the power to enforce and obtain compliance with the provisions of this chapter and the regulations and guidelines adopted pursuant thereto by appropriate order made pursuant to chapter 34.04 RCW, which order, by way of illustration, may include, the termination of all or part of state apportionment or categorical moneys to the offending school district, the termination of specified programs in which violations may be flagrant within the offending school district, the institution of a mandatory affirmative action program within the offending school district, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved.

NEW SECTION. Sec. 6. This chapter shall be supplementary to, and shall not supersede, existing law and procedures and future amendments thereto relating to unlawful discrimination based on sex.

NEW SECTION. Sec. 7. Sections 1 through 6 of this act are added to chapter 223, Laws of 1969 ex. sess. and to Title 28A RCW as a new chapter thereof.

NEW SECTION. Sec. 8. If any provision of this act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected.

Passed the House June 9, 1975.

Speaker of the House.

Passed the Senate June 8, 1975.

President of the Senate.

from the Washington (State) Administrative Code

Chapter 392-190

EQUAL EDUC. OPPOR.--SEX DISCRIMINATION PROHIBITED - CH 392-190

WAC	
392-190-005	Purpose--Elimination of sex discrimination.
392-190-010	Counseling and guidance services—Career opportunities—Internal procedures.
392-190-015	Counseling and guidance--Duty of certificated and classroom personnel—Coordination of effort.
392-190-020	Inservice training—Sex bias awareness.
392-190-025	Recreational and athletic activities—Equal opportunity--Separate teams.
392-190-030	General—Recreational and athletic activities—Equal opportunity factors considered.
392-190-035	Recreational and athletic activities—Compliance timetable—Elementary and secondary level.
392-190-040	Recreational and athletic activities—Student interest—Required survey instrument.
392-190-045	Recreational and athletic activities—Facilities.
392-190-050	Course offerings—Generally—Separate sessions or groups permissible.
392-190-055	Textbooks and instructional materials—Scope—Elimination of sex bias--Compliance timetable.
392-190-060	Compliance—Local school district—Designation of responsible employee—Notification.
392-190-065	Compliance—Complaint procedure—District superintendent.
392-190-070	Compliance—Appeal procedure—Local school board.
392-190-075	Compliance—Contested case—Duty of the Superintendent of Public Instruction.
392-190-080	Compliance—Violations—Permissible sanctions.

Chapter 392-200

PUB. SCH. EMPLOYMENT DISCRIMINATION PROHIBITED - CH. 392-200

WAC	
392-200-005	Purpose--Authority.
392-200-010	Public school employment and contract practices—Sex discrimination.
392-200-015	Public school employment—Affirmative action program.
392-200-020	Public school employment—Affirmative action program—General.

WAC 392-190-005 PURPOSE—ELIMINATION OF SEX DISCRIMINATION. The purpose of this chapter is to establish rules and regulations which implement chapter 28A.85 RCW. The referenced enactment prohibits discrimination on the basis of sex in grades K-12 of the Washington public schools. Broad federal regulations implementing Title IX of the Education Amendments of 1972 similarly prohibit sex discrimination in federally-assisted education programs or activities. As a result, several substantive areas have been similarly identified and addressed by both state and federal enactments.

It is the intent of this chapter to encompass those similar substantive areas addressed by the Title IX regulations and in some aspects extend beyond the Title IX regulations. Accordingly, compliance with this chapter should constitute compliance with those similar substantive areas treated in the Title IX regulations, but school districts should be aware that compliance with the Title IX regulations alone may not constitute compliance with this chapter.

Although chapter 28A.85 RCW and the balance of this chapter prohibit sex discrimination in grades K-12 only, the Superintendent of Public Instruction hereby declares pursuant to the authority vested in the Superintendent by Article 3, section 22 of the State Constitution that it shall be unlawful for any public school district to discriminate on the basis of sex with regard to any activity conducted by or in behalf of a school district including, but not limited to, preschool, adult education, community education and vocational-technical program activities.

WAC 392-190-010 COUNSELING AND GUIDANCE SERVICES—CAREER OPPORTUNITIES—INTERNAL PROCEDURES. (1) No school district shall engage in discrimination against any person on the basis of sex in the counseling or guidance of students in grades K-12.

(2) Each school district shall devise and use materials, orientation programs, and counseling techniques that will encourage participation in all school programs and courses of study based on factors other than sex and that encourage students to explore subjects and activities not heretofore traditional for their sex.

(3) Each school district which uses testing and other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless (a) such different materials cover the same occupations and interest areas and (b) the use of such different materials is demonstrated to be essential to eliminate sex bias.

(4) Each school district shall develop and use internal procedures for ensuring that all tests and appraisal instruments, career and vocational guidance materials, work/study programs and opportunities, and educational scheduling and/or placement do not discriminate on the basis of sex: PROVIDED, That where the use of such instruments or materials or such programs or activities results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the school district shall take such immediate action as is necessary to assure itself that such

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disproportion is not the result of discrimination in the program or activity or in the instrument or material or its application: PROVIDED FURTHER, That where a school district finds that a particular class contains a substantially disproportionate number of individuals of one sex, the district shall take such immediate action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in tests and appraisal instruments, career and vocational guidance materials, work/study programs and opportunities, and educational scheduling and/or placement or by counselors.

(5) Each school district shall comply fully with the requirements of this section no later than July 1, 1976.

WAC 392-190-015 COUNSELING AND GUIDANCE—DUTY OF CERTIFICATED AND CLASSROOM PERSONNEL—COORDINATION OF EFFORT. (1) All certificated and classroom personnel shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to sex, including reasonable efforts encouraging students to consider and explore "non-traditional" occupations for men and women: PROVIDED, That all certificated and classroom personnel within each local school district shall have access to an Educational Staff Associate (ESA) certificated school counselor(s) or such other appropriate person(s), designated by the school district superintendent to coordinate compliance with the requirements of this section.

(2) All certificated and classroom personnel shall comply fully and immediately with the requirements of this section. The superintendent of each school district shall make the designation(s) required by this section immediately.

WAC 392-190-020 INSERVICE TRAINING—SEX BIAS AWARENESS. Each school district should include sex bias awareness and sex bias elimination training sessions in such inservice training programs as are conducted or provided for certificated and/or classroom personnel.

WAC 392-190-025 RECREATIONAL AND ATHLETIC ACTIVITIES—EQUAL OPPORTUNITY—SEPARATE TEAMS. (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club or intramural athletics or recreational activity offered by a school district, and no school district shall provide any such athletics or recreational activity separately on such basis. Sports teams and programs offered by a school district shall, regardless of their nature, be equally open to participation by qualified members of both sexes: PROVIDED, That in the case of sports and recreational activities offered for students in grades 7 through 12, a school district may maintain separate teams for members of each sex if (a) it can clearly be shown, under the factual circumstances involved in the particular case, that the maintenance of separate teams for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in the sports or games of their choice and (b) at the same time, a test of substantial equality between the two programs can be found to have been met.

(2) For the purpose of this section and WAC 392-190-050(2) "substantial equality" shall be determined by considering factors including but not limited to the following:

(a) the relationship between the skill and compensation of coaching staffs;

(b) the size of their budgets;

(c) the quality of competition and game schedules;

(d) uniforms;

(e) equipment and facilities; and

(f) sufficient numbers of participants to warrant separate teams.

WAC 392-190-030 GENERAL—RECREATIONAL AND ATHLETIC ACTIVITIES—EQUAL OPPORTUNITY FACTORS CONSIDERED. Each school district shall evaluate its recreational and athletic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics which are operated, sponsored, or otherwise provided by the school district.

In determining whether equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics, each school district conducting an evaluation required by this section, and the office of Superintendent of Public Instruction upon receipt of a complaint pursuant to WAC 392-190-075, shall consider several factors, including but not limited to the following where provided by a school district:

(1) whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes;

(2) the provision of equipment and supplies;

(3) the scheduling of games and practice times including the use of playfields, courts, gyms, and pools;

(4) transportation and per diem allowances, if any;

(5) the opportunity to receive coaching and academic tutoring;

(6) the assignment and compensation of coaches, tutors, and game officials;

(7) the provision of medical and training facilities and services including the availability of insurance;

(8) the provision of housing, laundry, and dining facilities and services, if any; and

(9) publicity and awards.

Unequal aggregate expenditures within a school district for members of each sex or unequal expenditures for separate male and female teams will not alone constitute noncompliance with this chapter, but the failure to provide the necessary funds for recreational and athletic activities for members of one sex may be considered in assessing the equality of opportunity for members of each sex.

WAC 392-190-035 RECREATIONAL AND ATHLETIC ACTIVITIES—COMPLIANCE TIMETABLE—ELEMENTARY AND SECONDARY LEVEL. (1) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the elementary school level (K-6) shall provide equal opportunity and encouragement for physical and skill development to all students in the elementary grades consistent with this chapter as expeditiously as possible but in no event later than July 21, 1976.

(2) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the secondary school level (7-12) shall provide equal opportunity and encouragement for physical and skill development to all students in the secondary grades consistent with this chapter as expeditiously as possible but in no event later than July 21, 1978.

WAC 392-190-040 RECREATIONAL AND ATHLETIC ACTIVITIES—STUDENT INTEREST—REQUIRED SURVEY INSTRUMENT. (1) The Superintendent of Public Instruction shall develop a survey instrument to assist each school district in the determination of student interest for male/female participation in specific sports.

(2) A survey instrument shall be administered by each school district at all grade levels where interscholastic, intramural and other sports and recreational activities are conducted as expeditiously as possible, but in no event later than the 1975-76 school year. The results of the survey shall be considered in the program planning and development in the area of recreational and athletic activities offered within the school district.

(3) A survey instrument developed pursuant to this section shall be administered during the 1975-76 and 1976-77 school years and at least once every three years thereafter within each school district. PROVIDED, That the content of the survey instrument may be modified or amended as deemed appropriate to clarify and assist in the evaluation of student interest.

WAC 392-190-045 RECREATIONAL AND ATHLETIC ACTIVITIES—FACILITIES. A school district which provides athletic facilities for members of one sex including showers, toilets, and training room facilities for athletic purposes shall provide comparable facilities for members of the opposite sex no later than July 1, 1976: PROVIDED, That such facilities may be provided as either separate facilities or shall be scheduled and used separately by members of each sex: PROVIDED FURTHER, That this section shall not be interpreted to require the construction of additional facilities.

WAC 392-190-050 COURSE OFFERINGS—GENERALLY—SEPARATE SESSIONS OR GROUPS PERMISSIBLE. No school district shall provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including but not limited to health, physical education, industrial arts, business, vocational-technical, and home economics courses: PROVIDED, That this section shall not be construed to prohibit:

(1) the grouping of students in physical education classes and activities by demonstrated ability as assessed by objective standards of individual performance developed and applied without regard to sex: PROVIDED, That where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the school district shall immediately implement appropriate standards which do not have such effect;

(2) the separation of students by sex within physical education classes or activities offered for students in grades 7 through 12 if (a) it can clearly be shown under the factual circumstances involved in the particular case, that the maintenance of a separate physical education class or activity for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in such class or activity and (b) at the same time, a test of substantial equality between the two classes or activities can be found to have been met;

(3) the conduct of separate sessions for boys and girls with respect to those portions of classes which deal exclusively with human sexuality; and

(4) the conduct of classes and/or activities within which a school district may establish or maintain requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

Each school district that provides physical education classes and activities at the elementary school level (K-6) shall comply fully with this section as expeditiously as possible but in no event later than July 21, 1976. Each school district that provides physical education classes and activities at the secondary school level (7-12) shall comply fully with this section as expeditiously as possible but in no event later than July 21, 1978.

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WAC 392-190-055 TEXTBOOKS AND INSTRUCTIONAL MATERIALS—SCOPE—ELIMINATION OF SEX BIAS—COMPLIANCE TIMETABLE. (1) It is the intent of this section to eliminate sex bias in connection with any form of instruction provided by a school district.

(2) The instructional materials policy of each school district required by RCW 28A.58.103 shall incorporate therein, as part of the selection criteria, a specific statement requiring the elimination of sex bias in all textbooks and instructional materials including reference materials and audio-visual materials.

(3) The instructional materials committee of each school district shall establish and maintain appropriate screening criteria designed to identify and eliminate sex bias in all

textbooks and instructional materials including reference materials and audio-visual materials: PROVIDED, That such selection criteria shall be consistent with the selection criteria endorsed by the state board of education dated December 6, 1974, WAC 180-48-010, as now or hereafter amended, and WAC 180-46-005 through WAC 180-46-060, as now or hereafter amended. One of the aids to identification of sex bias in instructional materials consists of the Washington Models for the Evaluation of Bias Content in Instructional Materials published by the Superintendent of Public Instruction.

(4) In recognition of the fact that current instructional materials which contain sex bias may not be replaced immediately, each school district should acquire supplemental instructional materials or aids to be used concurrent with existing materials for the purpose of countering the sex bias content thereof.

(5) Each school district shall comply fully with this section with respect to all textbooks and instructional materials including reference materials and audio-visual materials ordered after July 1, 1976. The screening criteria required by this section shall be adopted with the approval of the school district board of directors no later than July 1, 1976.

(6) Nothing in this section is intended to prohibit the use or assignment of supplemental instructional materials such as classic and contemporary literary works, periodicals and technical journals which, although they contain sex bias, are educationally necessary or advisable.

WAC 392-190-060 COMPLIANCE--LOCAL SCHOOL DISTRICT—DESIGNATION OF RESPONSIBLE EMPLOYEE--NOTIFICATION. (1) The superintendent of each school district shall immediately designate at least one employee who shall be responsible directly to the superintendent for monitoring and coordinating the district's compliance with this chapter. The employee designated pursuant to this section shall also be charged with the responsibility to investigate any complaint(s) communicated to the school district pursuant to WAC 392-190-065.

(2) Each school district shall, once each year or more often as deemed necessary, publish notice in a manner which is reasonably calculated to inform all students, students' parents, and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this section and the appeal procedure set forth in WAC 392-190-065, WAC 392-190-070 and WAC 392-190-075 as now or hereafter amended.

WAC 392-190-065 COMPLIANCE--COMPLAINT PROCEDURE--DISTRICT SUPERINTENDENT. (1) Upon receipt of a complaint by a school district in the manner herein described, the employee or employees designated pursuant to WAC 392-190-060 shall investigate the allegations set forth and shall institute such other reasonable procedures to effect a prompt resolution of the complaint: PROVIDED, That each complaint communicated to the school district shall be (a) written, (b) signed by the

complaining party, and (c) set forth specific acts, conditions, or circumstances alleged to be violative of this chapter or the specific acts, conditions, or circumstances that would be prohibited by this chapter.

(2) Upon completion of the investigation required by this section in connection with a complaint communicated to the school district, the designated employee or employees shall provide the district superintendent with a full written report of the complaint and the results of the investigation. The district superintendent shall respond in writing to the complaining party as expeditiously as possible but in no event later than thirty (30) calendar days following receipt of such complaint by the school district.

(3) The response of the school district superintendent required by this section shall clearly state either (a) that the school district denies the allegations contained in the complaint received pursuant to this section, or (b) the nature of such reasonable corrective measures deemed necessary to eliminate any such act, condition, or circumstance within the school district: PROVIDED, That any such corrective measures deemed necessary shall be instituted as expeditiously as possible but in no event later than thirty (30) calendar days following the school district superintendent's mailing of a written response to the complaining party required by this section.

(4) The complaint procedure required by this section shall not prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established at the school district level by local bargaining agreement.

WAC 392-190-070 COMPLIANCE—APPEAL PROCEDURE--LOCAL SCHOOL BOARD. (1) In the event a complainant remains aggrieved as a result of the action or inaction of the superintendent in resolving a complaint as provided in WAC 392-190-065, said complainant may appeal to the school district board of directors by filing a written notice of appeal with the secretary of the school board on or before the tenth day following (a) the date upon which the complainant received the superintendent's response or (b) the expiration of the thirty (30) day response period provided by WAC 392-190-065, whichever occurs first.

(2) An appeal to the board of directors pursuant to this section shall require the board of directors to schedule a hearing to commence on or before the twentieth day following the filing of the written notice of appeal. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board of directors shall render a written decision on or before the tenth day following the termination of the hearing, and shall provide a copy to all parties involved.

WAC 392-190-075 COMPLIANCE--CONTESTED CASE—DUTY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. (1) In the event a complainant remains aggrieved with the decision of a school district board of directors rendered pursuant to WAC 392-190-070, the complainant may appeal the board's decision to the Superintendent of Public Instruction. Upon the receipt of a notice of appeal filed in compliance with this section, the Superintendent of Public Instruction shall schedule a hearing to commence on or before the fortieth day thereafter.

(2) A notice of appeal must be received by the Superintendent on or before the tenth day following the date upon which the complainant received written notice of the school board's decision. Furthermore, the notice must be in writing and must set forth (a) a concise statement of the portion or portions of the school board's decision which is appealed from, and (b) the relief requested by the complainant/appellant.

(3) Appeals to the Superintendent shall be conducted de novo pursuant to the state administrative procedure act (chapter 34.04 RCW). The complainant/appellant shall have the responsibility for prosecuting his or her case and the school district/respondent shall have the duty of defending the decision or portion thereof appealed from.

WAC 392-190-080 COMPLIANCE—VIOLATIONS—PERMISSIBLE SANCTIONS. In the event a school district is found to be in violation of the requirements of this chapter, the Superintendent of Public Instruction may, by appropriate order pursuant to chapter 34.04 RCW, impose an appropriate sanction or institute appropriate corrective measures, including but not limited to (a) the termination of all or part of state apportionment or categorical moneys to the offending school district, (b) the termination of specified programs wherein such violation or violations are found to be flagrant in nature, (c) the institution of a mandatory affirmative action program within the offending school district, and (d) the placement of the offending school district on probation with appropriate sanctions until such time as compliance is achieved or is assured, whichever is deemed appropriate in the particular case by the Superintendent of Public Instruction.

WAC 392-200-005 PURPOSE—AUTHORITY. It is the purpose of this chapter to require each public school district to establish and implement affirmative action employment policies and programs to eliminate discrimination on the basis of sex, race, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical handicap. The authority for the rules contained herein is founded upon chapter 28A.85 RCW and Article 3, section 22 of the Washington State Constitution.

WAC 392-200-010 PUBLIC SCHOOL EMPLOYMENT AND CONTRACT PRACTICES—SEX DISCRIMINATION. (1) No school district shall, on the basis of sex, exclude any person from participation in, deny any person the benefits of, or subject any person to discrimination in employment, recruitment, promotion or advancement, consideration or selection therefor, whether full time or part time, in connection with employment by a school district.

(2) Each school district shall make all employment decisions in a nondiscriminatory manner and shall not limit, segregate, or classify any person in any way which could adversely affect a person's employment opportunities or status on the basis of sex.

(3) No school district shall enter into any contractual or other relationship that directly or indirectly has the effect of subjecting any person to discrimination in connection with employment on the basis of sex, including but not limited to relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees.

(4) No school district shall grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preferences has the effect of discriminating on the basis of sex.

WAC 392-200-015 PUBLIC SCHOOL EMPLOYMENT—AFFIRMATIVE ACTION PROGRAM. (1) Each school district shall develop and/or incorporate within any existing affirmative action employment program appropriate provisions which are consistent with the intent of chapter 28A.85 RCW and such guidelines as are hereafter developed and distributed to each school district by the office of Superintendent of Public Instruction to eliminate discrimination on the basis of sex, in connection with employment by the school district: PROVIDED, That each school district's affirmative action employment program shall include at least the following provisions respecting discrimination on the basis of sex.

(a) maintain credential requirements for all personnel;

(b) make no differentiation in pay scale;

(c) make no differentiation in the assignment of school duties except where such assignment would involve duty in areas or situations, such as but not limited to a shower room, where persons might be disrobed;

(d) provide the same opportunities for advancement;

(e) make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment and assignment of, or pay for, instructional and noninstructional duties; and

(f) such other provisions as may be required by the Superintendent of Public Instruction designed to facilitate the effective achievement of all reasonable affirmative action goals and objectives in public school employment respecting the elimination of discrimination on the basis of sex.

(2) Each affirmative action employment program of a school district shall be filed with the office of the Superintendent of Public Instruction.

(3) The board of directors of each school district shall adopt and implement an approved affirmative action employment program required by this section as expeditiously as possible but in no event later than July 1, 1976.

WAC 392-200-020 PUBLIC SCHOOL EMPLOYMENT—AFFIRMATIVE ACTION PROGRAM—GENERAL. (1) Notwithstanding the requirements of this chapter respecting discrimination on the basis of sex, each school district shall develop and/or incorporate within any existing affirmative action employment program appropriate provisions to eliminate discrimination on the basis of race, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical handicap.

(2) Each affirmative action employment program of a school district shall be filed with the office of the Superintendent of Public Instruction.

(3) The board of directors of each school district shall adopt and implement an approved affirmative action employment program required by this section as expeditiously as possible but in no event later than July 1, 1976.

CHECKLISTS FOR ASSESSMENT AND ACTION

Assessment of sex discrimination is a process which should involve staff, students, and parents at all levels of public education. The following checklists provide general suggestions as to the obvious and subtle ways that sex discrimination is perpetuated in attitudes, behavior, and practices in all areas of school life. These checklists attempt to point out the full range of possible sex discrimination.

There are several other checklists which school districts can use to assess compliance with the specific requirements of Title IX. One comprehensive example is "Complying with Title IX: Implementing Institutional Self Evaluation", Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th St. NW, Washington, DC 20036 ($3.00)

The Checklists included here cover the following:

Census of school population
Staffing procedures
School budget
Counselors and pupil personnel workers
Curriculum
Learning materials
Library/resource center
Teachers
Students
Parents
Extra-curricular activities
Athletics

The checklists have been compiled, excerpted, edited, and enlarged by Feminists Northwest from the following sources:

Resource Center on Sex Roles in Education, National Education Association, Washington, D.C., "Evaluating Sexism in Your Schools", pp. 3,4.

Feminists Northwest, Seattle, WA, "Checklist for Counselors and other Pupil Personnel Workers", "Chauvinist Indicators: Checking for Sexism in Your School, Your Classroom, and You", "Checklist for Concerned Parents", "Athletics Checklist", "Some Criteria for Evaluating Learning Materials", "Questions for Young Women" and "Questions for Young Men" from Planning For Free Lives.

Montana Department of Education, Montana Title IX Needs Assessment, p.1.

Pennsylvanians for Women's Rights and Pennsylvania Department of Education, Self Study Guide to Sexism in Education, 1975, pp. 21, 27, 38.

"45 Ways Your School May Be Ripping You Off", WomenSports, Sept. 74, p. 41.

Council on Interracial Books, "Ten Quick Ways to Analyze Children's Books for Racism and Sexism".

CENSUS OF THE SCHOOL POPULATION

A. SCHOOL BOARD

How many members are men? _____ Minority men? _____
women? _____ Minority women? _____

B. SUPERINTENDENT'S OFFICE

Administrative men _____ minority men _____
women _____ minority women _____
Support staff men _____ minority men _____
women _____ minority women _____

C. SCHOOLS

		elementary		middle; jr. high		secondary; senior high	
		white	minority	white	minority	white	minority
students	female						
	male						
teachers	female						
	male						
principals	female						
	male						
counselors	female						
	male						
librarians	female						
	male						
teacher aides	female						
	male						
clerical staff	female						
	male						
coaches	female						
	male						
custodians	female						
	male						
lunchroom staff	female						
	male						
bus drivers	female						
	male						

Are employment statistics satisfactory with respect to sex? ___ to race? ___

How do salaries compare for each of the above categories? Do categories which are predominantly male have higher salaries? Is there equal pay for equal work?

What specific actions are needed to deal with possible sex and race discrimination in your district?

What actions are already being taken?

STAFFING PROCEDURES:

General

YES NO

1. Women and men are present in approximately equal numbers at every staff level (e.g. teacher, administrator, department head, secretary, custodian, bus driver, etc.) ___ ___

2. Women and men performing the same or similar duties with equal experience and qualifications receive equal pay. ___ ___

Hiring Practices

1. There is a formal announcement, search and interview mechanism which is used equally for all candidates. ___ ___

2. Recruitment practices include nontraditional channels for identifying promising women and minority candidates. ___ ___

3. Women and men with comparable experience and qualifications are hired at the same level. ___ ___

4. Women and men hired at comparable levels receive equal pay. ___ ___

5. Recruitment and hiring decisions are not based on unverified assumptions about such matters as family obligations or willingness to relocate. ___ ___

6. Contracts include childbirth leave policies which do not penalize women in status, pay, or benefits for childbearing. ___ ___

7. Fringe benefit programs are the same for all employees. ___ ___

8. Sexual preference is not considered as a criterion for hiring. ___ ___

9. A hiring committee does not overlook a good teaching candidate in favor of a mediocre one for the purpose of securing a new coach. ___ ___

10. Affirmative action hiring takes place in all job categories. ___ ___

Assignment

1. Individuals of one sex are not clustered in certain job classifications, departments, grades, or divisions. ___ ___

2. Job classifications with substantially the same duties and qualifications have the same title and pay. ___ ___

STAFFING PROCEDURES (cont)

Tenure/Promotions/Layoffs

	YES	NO
1. A comparison of hiring and tenure statistics does not indicate a pattern of denying tenure to women or minorities.	____	____
2. Women and minorities are encouraged to seek education needed for promotion levels.	____	____
3. Promotion policies are explicit and are applied equally to all members of the staff.	____	____
4. Determination of merit is based on qualifications which can be demonstrated to be job-related.	____	____
5. On the whole, women are promoted as frequently as men at all levels.	____	____
6. Promotions for comparable services and duties carry equal pay increases for women and men.	____	____
7. If layoffs occur, the layoff policy maintains affirmative action guidelines.	____	____

Inservice Education

1. Provisions have been made for all staff members to obtain information regarding stereotyping (sexism, racism, ageism, classism) and its implications throughout the school system.	____	____
2. Provisions have been made to develop and implement training about sex role stereotypes and women studies for all staff members who select, purchase, recommend, or use texts and other materials.	____	____
3. Provisions have been made for women and minorities to obtain special training for supervisory and administrative positions. Women and minorities are actively encouraged to enroll.	____	____

SCHOOL BUDGET

1. What funds are allocated for the development of new areas of the curriculum? ____________

   How much of this is spent on materials for eliminating sex role stereotyping and for women's history and literature? ____________

2. What is the total expenditure for physical education? ____________

   What amount for boys? ____________ What amount for girls? ____________

3. Has an analysis of salaries been made for:

	Yes	No
Male administrators	____	____
Female administrators	____	____
Male teachers	____	____
Female teachers	____	____

4. Has an analysis of payments for extra assignments been made for men and women in:

	Yes	No
Off-duty assignments such as field trips	____	____
Supervision of sports events	____	____
Supervision of plays	____	____
Supervision of musical events	____	____

5. Has an analysis of fringe benefits been made for men and women on the following basis?

	Yes	No
Retirement plans	____	____
Maternity/paternity leave	____	____
Insurance	____	____
Sabbatical leave	____	____
Training opportunities	____	____

6. Has an analysis of promotion practices and opportunities been made for men and women on the following basis?

	Yes	No
Number of years worked before promotion	____	____
Position occupied before promotion	____	____

CHECKLIST FOR COUNSELORS AND OTHER PUPIL PERSONNEL WORKERS

Yes No

1. Are basic readings on sex role stereotyping available to staff? ___ ___

2. Have I given special help to girls and young women by:

   a. encouraging them in a wide range of job choices, including traditional male occupations? ___ ___
   b. motivating girls toward leadership positions and job goals that lead to the highest levels of responsibility? ___ ___
   c. providing detailed assistance with scholarship and loan applications and opportunities? ___ ___
   d. assuring an equal distribution of scholarships among females and males? ___ ___
   e. making an all-out effort to understand barriers that young women raise for themselves in response to socialization pressures? ___ ___
   f. scheduling discussion groups for girls about mutual problems, future alternatives? ___ ___
   g. subscribing to some of the newer publications for women (e.g. The Spokeswoman, or Women Studies Newsletter)? ___ ___
   h. asking interesting and knowledgeable women in the community to talk with large and small groups ___ ___
   i. publicizing opportunities available to girls? ___ ___
   j. giving girls realistic information about their probable job futures (i.e. most of them can expect to hold paying jobs even if they marry)? ___ ___
   k. reminding girls about physical education and shop courses when arranging their schedules? ___ ___
   l. informing pregnant girls about the options they have for continuing in school? ___ ___

3. Have I given special help to boys and young men by:

   a. encouraging them in a wide range of job options, including traditional female occupations? ___ ___
   b. helping them to understand women's changing priorities, the problems women face, and the effects this may have on men? ___ ___
   c. arranging discussion groups and speakers to help them understand the socialization pressures on males? ___ ___
   d. counselling a young man who has participated in getting a a young woman pregnant? ___ ___
   e. reminding them about cooking and child-rearing courses when arranging their schedules? ___ ___

4. Have I acted as consultant to the faculty by:

   a. scheduling informational sessions and suggesting specific activities to reduce sexism? ___ ___
   b. scheduling informational sessions and suggesting specific activities to understand the combined effects of sexism and racism? ___ ___

CHECKLIST FOR COUNSELORS (cont.)

	Yes	No
5. Concerning the materials I use,		
a. am I on the mailing lists of companies and groups developing nonsexist and nonracist work-awareness and testing materials?	___	___
b. have I been ordering materials from such lists?	___	___
c. have I discontinued use of vocational preference tests with separate forms or marking keys for females/males?	___	___
d. have I written publishers of standardized tests about the sex and race biases in the content of test items?	___	___
e. am I encouraging a district-wide review of counseling materials which might reinforce bias and sterotyping?	___	___
6. Has my training and inservice education provided me with up-to-date information on sexuality (including lesbianism and homosexuality)?	___	___
7. Have I been trying to develop closer school contact with fathers as well as with mothers?	___	___
8. Have I provided assertiveness training for girls and for boys?	___	___
9. Have I provided expressiveness training for girls and for boys?	___	___

CURRICULUM CHECKLIST

Have I encouraged the development of nonsexist curriculum by:	Yes	No
1. including content by and about culturally and ethnically diverse women in my classes? (Use materials checklist as an initial guide. Also examine course syllabi and list of guest speakers.)	___	___
2. discussing problems associated with sex roles and sex sterotyping in a variety of courses (psychology, sociology, economics, political science, law, literature, biology, home economics, family living, etc.)?	___	___
3. recognizing that women studies courses constitute a rich, legitimate and long-neglected academic discipline in and of itself?	___	___
4. asking students for feedback on any sterotyping (sex, race, age, class) they might encounter in the curriculum?	___	___
5. selecting graphics, pictures, and other audio-visual materials which present culturally and ehtnically diverse women in roles which go beyond child-care, cooking, cleaning, clerking, nursing, and teaching?	___	___
6. selecting graphics, pictures, and other audio-visual materials which present culturally and ethnically diverse men in a variety of roles, including child-care, cooking, and cleaning at home?	___	___
7. changing course titles which use the generic _man_ or male pronouns (e.g. _Man: A Course of Study_)?	___	___
8. ensuring that students are not excluded from courses or programs because of sex?	___	___
9. encouraging boys to enroll in home economics and secretarial courses, as well as girls to enroll in industrial arts courses?	___	___
10. analysing business education courses for sex sterotyping in content and practices?	___	___
11. encouraging girls and boys to choose from all the musical instruments for orchestra and band (e.g. boys can play the flute, girls, the drums)?	___	___
12. encouraging boys and girls to play with all kinds of toys, consider all kinds of occupations, lead discussions equally, etc.?	___	___
13. altering the physical arrangements of the room so as _not_ to suggest sex sterotyping (e.g. the dolls and dishes clustered at one end, the trucks, hammers and blocks at the other end).	___	___
14. mixing girls and boys in playground groups?	___	___
15. developing nonsexist, nonracist guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials?	___	___
16. encouraging members of the curriculum development staff to prepare curriculum which avoids sex and race sterotyping?	___	___
17. encouraging curriculum development staff and teachers to identify resources to assist in preparing such curriculum?	___	___
18. requesting and using funds available for instructional materials to build supplementary resource materials collections for the classroom/school/district?	___	___

MATERIALS QUESTIONNAIRE

		Yes	No
1.	Are women and men from diverse cultural and ethnic backgrounds portrayed in a wide range of roles, including nontraditional ones? (Are women present as authors in literature anthologies; as scientists in science books; as leaders, reformers, pioneers, etc. in history books; as managers in business education books; and as machinists, farmers, heroes, and mayors? Are men present as homemakers, secretaries, elementary school teachers, telephone operators, clerks, and fathers?)	___	___
2.	How well integrated into texts are the comments on women? Are the comments bunched into a separate "women's page", chapter, or paragraph? Are women of different race, religious, and ethnic groups included?	___	___
3.	Does the author make generalizations about "man"? Does "man" mean "human" or "male"? If it means "Human" are the activities, characteristics, etc. described or pictured common to both sexes? If it means "Males" is equal coverage given to "woman"? (The "generic" usage" of "Man" and "mankind" should be replaced by "Human", "humankind", and "people" since "man" and "mankind" are ambiguous, and worse, it makes many girls and women feel excluded and dehumanized.)	___	___
4.	Count the pictures of people in materials. Are females half of the total? Do women, men, girls, and boys represent diverse racial, religious, ethnic, and class backgrounds? In pictures which illustrate both females and males, are females independently significant, or are they appendages to male characters?	___	___
5.	Does content focus as often on females as on males? Does the material portray females and males of diverse racial, religious, and ethnic groups, with their similarities and differences in such a way as to build positive images?	___	___
6.	How much emphasis is given to traditional "female" values, such as compassion, consideration, tenderness, as opposed to traditional "male" values such as assertiveness, risk-taking, and strength? Are these values offered as ideals for both sexes?	___	___
7.	Are males shown reading, admired for their school achievement? Or do the pictures or story suggest that boys are too active and mischievous to be successful in school?	___	___
8.	Does the story line show subtle bias? For example, do males (especially white males) have the power and make decisions? Do females of minority groups function in subservient positions?	___	___
9.	Are the achievements of girls and women based on their own initiative and intelligence, or is their success due to their good looks or to their relationships with males? Would the story be essentially the same if the gender, or ethnic group, of the characters were reversed? If not, is there stereotyping that suggests a negative image of females? males? people of particular ethnic groups?	___	___
10.	When boys and girls have different viewpoints, are the girls' behaviors looked upon as "problems" to be "solved"? Are girls expected to "act like boys" in order to be accepted as their comrades or as equals? Are sensitive boys labeled "sissies"?	___	___

MATERIALS QUESTIONNAIRE (cont.) Yes No

11. Does the material assist students to clearly recognize and to accept basic similarities among all members of the human race, and the uniquesness and worth of every individual, regardless of sex, race, religion, age, or class background? ___ ___

12. Does the material present a significant number of instances of fully integrated human groupings (sex, age, race, class) and settings to indicate equal status and non-segregated social relationships? ___ ___

13. Are quotations, references, and extra reading recommendations authored by women as well as by men? How many of the authors are ethnic minorities? ___ ___

14. Are examples of women and men used equally to illustrate theories and ideas? In examples or illustrations are females shown in passive behavior and males in more active situations as heroes, authors, researchers, doers, and accomplishers? Do women have names, or are they known as "Mother", or as "_____'s wife"? ___ ___

15. Does the material show awareness of a variety of people? Is more than one minority group shown? Are women of several physical types portrayed? Or are the women all young, pretty, slim? ___ ___

16. Does the material acknowledge the validity of a variety of lifestyles? Are adults who have chosen not to marry or have children portrayed favorably? When families are portrayed, do family relationships show individuals subordinated to one another because of sex? Are first-born children girls as often as boys? Are children and adults portrayed in single-parent families and in extended families (grandparents and other relatives, divorced and remarried parents, more than one family living together)? Does the portrayal emphasize the positive aspects of such family arrangements rather than suggesting that such arrangements are necessarily damaging to children? ___ ___

17. Do sex education and family living materials limit their discussion to heterosexual, married relationships? ___ ___

18. Are terms such as "the weaker sex" and "the little woman" etc. used? Are women referred to as "wives" as often as men are referred to as "husbands"? ___ ___

19. Does personification of inanimate objects and animals involve the female with sex stereotypes? ___ ___

20. Are there stories, reading selections, activities, and study units which discuss and criticise sex and race stereotyping? ___ ___

CHECKLIST FOR ANALYZING A SCHOOL LIBRARY/LEARNING RESOURCE CENTER

		Yes	No
1.	Books and/or library sections are not designated as _for girls_ or _for boys_.	___	___
2.	The library includes materials which discuss psychology, sociology, economics, political science, and history from feminist viewpoints.	___	___
3.	The library includes a significant number of biographies and autobiographies about and by women from a variety of racial and cultural groups.	___	___
4.	The library includes materials which portray women favorably in roles other than wife, mother, homemaker, nurse, teacher, and other traditional female occupations.	___	___
5.	The library includes materials which portray men favorably in roles which include husband, father, homemaker, nursery school teacher, nurse, and other nontraditional occupations.	___	___
6.	Library displays include feminist subjects and multi-ethnic concerns.	___	___
7.	Library displays depict culturally and ethnically diverse women and men in a wide variety of activities, including childcare, housework, and jobs which have tended to be viewed as "men's work" or "women's work".	___	___
8.	The library subscribes to and makes readily available feminist periodicals and publications.	___	___
9.	The library subscribes to and makes available periodicals and publications about sex stereotyping of men and boys.	___	___
10.	Materials on job choices offer a wide variety of options for both girls and boys. They do not suggest that certain jobs are _for girls_ and others _for boys_.	___	___
11.	Library materials include information on sexuality (heterosexual, homosexual, lesbian), abortion, contraception, veneral disease, and family planning.	___	___
12.	Procedures and criteria for selecting library materials include evaluation for sexism and racism.	___	___
13.	A brief examination of selected items in the library shows that they meet the standards for nonsexist and nonracist instructional materials.	___	___

CHECKLIST FOR TEACHERS

	YES	NO
1. Do I have different expectations for girls and boys? (e.g. grades, activity levels, discipline problems, future goals)	___	___
2. Do I expect aggressive curiosity from boys while girls do the "neat" work, don't ask questions, just please the teacher?	___	___
3. Do I channel girls toward house ork-oriented tasks (watering plants, dusting, etc.) and boys toward tasks requiring strength and mechanical skills (moving furniture, operating projectors)?	___	___
4. Do I expect girls of ethnic minority groups to behave differently and have different aspirations from white/anglo girls? From boys of their minority group?	___	___
5. Do I channel minority girls toward lower paying, less responsible job options than white/anglo girls? Than minority boys?	___	___
6. Do I encourage boys to "fight back"; girls to "defend themselves".	___	___
7. Do I ask students to line up in a "girls' line" and a "boys' line?"	___	___
8. Do I encourage boys to be chivalrous (offer seats, hold doors, and carry heavy objects for girls)?	___	___
9. When I prepare report cards, do I tend to give girls the higher grades? (Do these grades truly reflect academic achievement or are they a reward for more submissive and controllable behavior?)	___	___
10. Do I tolerate behavior in boys that I would not in girls? ("Boys will be boys.")	___	___
11. Do I give more attention to boys, both disciplining them more and talking with them more about classroom matters?	___	___
12. Do I tend to discipline boys strictly and physically (swats), but girls leniently and verbally?	___	___
13. Do I ever punish boys by making them work/sit next to girls? Or vice-versa?	___	___
14. Do I pity girls who are unable or unwilling to dress fashionably; or favor those who do dress fashionably?	___	___
15. Do I react negatively to boys who have long hair or wear earrings, or to girls who wear slacks?	___	___
16. Do I pity boys who are smaller in size than their classmates?	___	___
17. Do I tease athletic boys for being "all brawn and no brain?"	___	___
18. Do I remind girls to "sit like a lady"?	___	___

		YES	NO
19.	Do I think of and refer to girls as "sweet, helpful, gentle, neat, passive, dainty, emotional, weak," and do I think of and refer to boys as "strong, aggressive, active, bad, athletic, creative, intellectual, and brave"?		
20.	Do I make jokes about women's liberation, or do I laugh when some else does?		
21.	Do I ever compliment a young woman or female colleague by telling her she worked hard "like a man" or that she did a "man-sized job"?		
22.	Do I use the generic "he" to refer to an anonymous student?		
23.	Do I use the generic "men" to refer to people, both men and women?		
24.	Do I ever use sexist generalizations: "Women can never make it with their minds." "Women are intuitive." "Take it like a Man." "Boys will be boys." "Dumb blond."?		
25.	Am I angered to action over comments including "nigger," "chink," and "boy," but take little notice of "You're only a girl," "chick," "queer," "fag," "broad," "just a girl", "sissy," "old bag," "that's a girl's book"?		
26.	Do I ever call girls "tom boys" or boys "sissies"?		
27.	Do I ever say, "ladies before gentlemen," "ladies don't talk that way," "young men and ladies"?		
28.	Do I find myself talking in a different tone of voice with a boy than a girl?		
29.	Do I tease children about having "boyfriends" and "girlfriends"?		
30.	Do I feel it is more important to help boys sort out work options than it is to help a girl?		
31.	Do I react negatively to a boy who says he hopes to marry and be a homemaker?		
32.	Do I help students to identify sex and race stereotyping and discrimination in their education and personal lives?		
33.	Do I ask students to give me feedback on any sexism and racism that they might encounter in my classroom, my course?		
34.	Do I assume that the "head of the family" is a male? That every child lives with a mother and father who are married?		
35.	Do I ask only mothers to bake cookies, chaperone events, and be involved in PTSA?		
36.	Do I ask for volunteer "room mothers" rather than "room parents"?		

YES NO

37. Do I feel uncomfortable about asking fathers to help in the classroom without pay, but assume that mothers are available to volunteer their time? ___ ___

38. Do I expect mothers to help teach sewing and fathers to help teach carpentry? ___ ___

39. Am I familiar with Title IX, the Equal Rights Amendment, and other laws which protect students, faculty and administrators from sex discrimination? ___ ___

40. Do I suggest programs on sexism and racism at staff meetings and meetings of professional organizations? ___ ___

41. Do I know how to file a sex or race discrimination complaint within my school district and with the Department of Health, Education, and Welfare? ___ ___

QUESTIONNAIRE FOR STUDENTS

		YES	NO
1.	In your school are girls expected to act "like girls" and boys "like boys"? Are girls being prepared for roles as traditional women? Boys as traditional men?	___	___
2.	Do girls tend to take certain courses and boys other courses? Does a girl in an automechanics course get hassled by other students? If a boy takes a sewing course, is he ridiculed?	___	___
3.	Do teachers and counselors inform both girls and boys of a wide range of work possibilities? Or are girls and boys channeled into traditional vocational courses and traditional job plans? Do teachers and counselors point out that traditional "women's jobs" pay less than traditional "men's jobs"?	___	___
4.	Do teachers ask girls to help with "housewifely chores" such as watering the plants and dusting, and boys to help with "manly" chores such as carrying boxes and operating the movie projector?	___	___
5.	Are girls and boys encouraged to participate in sports and do they have opportunities, facilities, and equipment? Or are boys'sports more highly regarded? Are girls relegated to the role of cheerleader or guardian angel?	___	___
6.	Are girls and boys encouraged to participate in a wide variety of clubs? Or do girls cluster in some clubs and boys in others? Do girls and boys equally serve as president? Are girls expected to be secretary?	___	___
7.	Are there opportunities and materials to learn about sexuality, contraception, venereal disease, abortion, child-bearing?		
8.	Are girls, particularly at the high school level, expected to be "dumb" and are they reluctant to reveal their intelligence?	___	___
9.	Are girls, particularly at the high school level, expected to be "helpless" or incompetent? Are they reluctant to reveal their skills and strengths?	___	___
10.	Are boys ridiculed for being "weak," "emotional," "caring," "artistic," "sensitive"?	___	___
11.	Are girls of ethnic minority groups expected to behave differently from white girls? From boys of their minority group?	___	___
12.	How are women portrayed in the books you use? Is Women Studies taught?	___	___
13.	Is it acceptable for a girl to ask a boy out? Is there a strong heterosexual couple pressure at your school? Is a girl a "failure" if she goes to a school dance without a date? Is a boy a "failure" if he goes without a date?	___	___
14.	Are girls called "chicks," "broads"? Are boys referred to as "jocks"? Do students think these terms are derogatory or complimentary?	___	___
15.	What happens to a girl or boy who challenges sex stereotyped behavior in a teacher or another student?	___	___
16.	Is sex stereotyping being eliminated in your school?	___	___

QUESTIONS FOR PARENTS

Yes No

Awareness

1. I discuss with my children sex-bias, its causes and possible effects. ___ ___
2. I am aware of research which indicates that children who are least sex-stereotyped are also among the most creative and intelligent. ___ ___
3. I seek out current literature on women's rights, sex discrimination, and sexism in education. ___ ___
4. I provide my children with supplemental reading material to enrich their learning about women's contributions and struggles across different ethnic and class backgrounds within American society. ___ ___
5. I assist my children in examining their texts for sexism and other biases (racism, classism, ageism, etc.) ___ ___
6. I explain to my daughter that she should realize that at least 25 years of her adult life will not be filled with childbearing and childrearing (and longer if she chooses not to have children). ___ ___
7. I encourage my daughter to consider a wide range of occupations which are not roles imposed by others but are a reflection of her abilities and interests. ___ ___
8. I encourage my son to consider a wide range of job possibilities, including those traditionally ignored by males such as nursing and teaching young children. ___ ___
9. I explain to my son that if he plans to be a parent, he must recognize that his work outside the home may be interrupted while he assumes equal responsibility for childcare. ___ ___

In my home

1. I am careful not to organize activities along "this is for boys, this is for girls" lines. ___ ___
2. I avoid dividing chores by sex (e.g. boys mow lawns, girls dust furniture). ___ ___
3. I give my son a doll and encourage him to be nurturant and loving. ___ ___
4. I give my daughter a soccer ball and encourage her to be physically active. ___ ___
5. I do not expect my daughter to be any more "mannered" in the conventional sense than my son. I teach them both a respect for the humanness of others. ___ ___
6. I tend to curb my socialization which says to discipline my daughter leniently and verbally, and my son strictly and physically. ___ ___

QUESTIONS FOR PARENTS (contd)	Yes	No
7. I am working to tolerate the same degree of independence, assertiveness, loudness, and restlessness from my daughter as from my son; and dependence, expression of fear, tenderness, and giggling from my son as from my daughter.		
8. I try to respond honestly to my children's questions about sexuality, and give information to my son and daughter about abortion, contraception, heterosexuality, homosexualtiy, lesbianism, family planning, and venereal disease.		
9. I do not tolerate more slang and rough language from my son than from my daughter.		
10. I have broken my habit of thinking of and referring to only girls as "sweet, helpful, gentle, neat, passive, dainty, emotional, and weak"; I have given up thinking of and referring to only boys as "strong, aggressive, active, bad, athletic, creative, intellectual, and brave."		
11. I challenge demeaning comments made by one sex about the other, such as "I don't want to play a dumb girl's game," "She's only a dumb girl," "He's all brawn and no brain."		
12. I do not refer to the father as the "head of the family".		

Concerning my child's schooling

1. I support equally my daughter's and son's involvement in extra-curricular activities, and I pay special attention to the development of new coeducational sports programs as well as additional athletic activities for girls.		
2. I have conferred with my child's teachers about my concern over the damaging effects of sex and race stereotyping.		
3. I share with my child's other parent (when possible) responsibility for PTA, PTSA, school volunteering, cookie baking, etc.		
4. I encourage the school library (and the public library) to add materials and books from presses publishing items about nonstereotyped females and males (e.g. The Feminist Press, Daughters Inc., Lollipop Power, New Seed Press).		
5. I have encouraged the PTA or other parent groups to schedule a program on sexism in education at one of their meetings.		
6. I have familiarized myself with Title IX regulations (available from H.E.W.) and state laws (available from state departments of education) which prohibit discrimination on the basis of sex in education.		
7. I have helped to organize a group of concerned community people to assist the school district in identifying and eliminating sex and race discrimination.		
8. I have helped to outline to members of the School Board the damaging effects of sex and race discrimination, and my concern that it be eliminated.		

QUESTIONNAIRE ABOUT EXTRA CURRICULAR ACTIVITIES	YES	NO
1. Does your school have sex-separated clubs, activities, and/or assemblies?	____	____
2. What is the composition (female/male ratio) of most clubs/ activities in your school?	____	____
3. Are there any coed clubs/activities which no females have joined? males?	____	____
4. Are there any clubs/activities equally divided by sex?	____	____
5. What is the basis for selection to participate in school activities such as cheerleaders, stagehands, audio-visual aids, hall monitors, office helpers, etc.?	____	____
6. Is funding equitable for a wide variety of activities?	____	____
7. Are certain activities which receive more funding limited to one sex?	____	____
8. Do boys and girls of all ethnic groups have an equal opportunity to participate in service and social projects?	____	____
9. Does your school send home notices announcing activities of public or private organizations for one sex only (such as the "Y's", The Recreation Department, Little League, Babe Ruth, etc.)?	____	____
10. Do any of these sex segregated organizations use your school facilities free? (This may be illegal.)	____	____
11. Who holds student government and class offices in your school? (# of females/males; non-minority/minority.)	____	____
12. Are some offices traditionally or officially reserved for girls or boys?	____	____
13. How do parents participate in school activities? (PTA, PTSA, room parents, chaperones, etc.)	____	____

ATHLETICS

ANNUAL TOTAL EXPENDITURE FOR PHYSICAL EDUCATION $__________
Amount spent for GIRLS program $__________
Amount spent for BOYS program $__________
Amount spent for COED program $__________

SALARIES Total amount for GIRLS instructors $__________
Number of GIRLS instructors ________ female ________ male
Total amount for BOYS instructors $__________
Number of BOYS instructors ________ female ________ male
Total amount for COED instructors $__________
Number of COED Instructors ________ female ________ male

ANNUAL TOTAL EXPENDITURE FOR EXTRA-CURRICULAR ATHLETICS $__________
Amount spent for GIRLS program $__________
Amount spent for BOYS program $__________
Amount spent for COED program $__________

SALARIES Total amount for GIRLS coaches $__________
Number of GIRLS coaches ________ female ________ male
Total amount for BOYS coaches $__________
Number of BOYS coaches ________ female ________ male
Total amount for COED coaches $__________
Number of COED coaches ________ female ________ male

****

SOME QUESTIONS TO ASK	Yes	No
1. Is your program geared to helping every student develop a personnaly rewarding, lasting, challenging level of physical competence?	___	___
2. Does your program offer coed "lifetime" sports for all students?	___	___
3. Does your program announce courses by activity rather than by sex?	___	___
4. Do girls have equal access to facilities and equipment?	___	___
5. Are boys provided with equipment or uniforms that girls are expected to provide for themselves?	___	___
6. Do girls get fewer and cheaper uniforms?	___	___
7. Do girls get left-over or used equipment while boys get new equipment?	___	___
8. Do boys' teams, but not girls' teams, have a physician or trainer?	___	___

ATHLETICS (contd)

	YES	NO
9. Do girls and boys have equal access to therapeutic equipment?	___	___
10. Are girls and boys granted the same awards for their achievements? (letter jeckets, trophies, emblems, etc.)	___	___
11. Do school and community media give equal publicity and coverage to boys' and girls' athletic events?	___	___
12. Does your school participate in an expensive interscholastic aports program for boys but not for girls or for coed teams?	___	___
13. Are physical education classes sex-segregated? At what grade level? __________	___	___
14. In classes which are not sex-segregated, are girls and boys separated in certain activities? Which?____________	___	___
15. Are boys and girls encouraged to perform at the same level, for example, in doing push-ups and in racing?	___	___
16. Are competitive sports available for girls to participate?	___	___
17. Are girls encouraged to participate?	___	___
18. Do girls have the opportunity to compete with boys in athletic events, or to play with boys in intramural and interscholastic games?	___	___
19. Do you have coed teams which no girls have joined?	___	___
20. Are both girls and boys informed about athletic scholarships?	___	___
21. Is your athletic program administered primarily by men?	___	___
22. Does your district negotiate longer contracts or better conditions of employment with its male physical education faculty and coaches than with its female physical education faculty and coaches?	___	___

ABOUT ATTITUDES AND BEHAVIORS

1. Do you expect competence from boys and failure or disinterest from girls?	___	___
2. Do you feel that it is important for boys to be athletic, and girls to be graceful?	___	___
3. Do you ever organize exercises for girls to "improve their figure"? For boys?	___	___
4. Do you excuse girls from performing some exercises (such as chin-ups) while requiring boys to try them all?	___	___
5. Do you encourage boys to have a healthy respect for and confidence in their bodies; girls to regard their bodies with anxiety and fear?	___	___
6. Do you pity boys who are unable or unwilling to be athletic?	___	___
7. Do you generally praise boys only for being big and strong?	___	___
8. Do you teach boys the lore of jumprope?	___	___
9. Is running emphasized for both sexes?	___	___

ATHLETICS (concl.)

YES NO

10. Have you recognized that in the primary grades girls are larger and better coordinated than boys? ____ ____

11. Do you discuss with students the discrimination women and girls have faced in school athletic programs? ____ ____

12. Do women teachers participate in sports to provide girls with active, competent role models? ____ ____

13. Do you introduce your students to successful female athletes in order to dispel beliefs that is is unacceptable for girls to excel in sports? ____ ____

14. When you speak about accomplished athletes, do you include women in your examples? ____ ____

15. Do girls in your coed classes feel they are receiving equal attention and training? ____ ____

16. Do you give additional practice and skill-building instruction to girls who need extra help, so they can overcome their "socialized" fear of participating? ____ ____

17. Do you teach skills to everyone, so that everyone has the opportunity to play? ____ ____

18. Are you working toward establishing a new league for coed sports? ____ ____

****

(The following statement is excerpted from Pennsylvanians for Women's Rights, Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education, 1975, p. 38.)

One of the chief obstacles in changing extracurricular activities is the community. While the community may well endorse the concept of equal educational opportunity, community pressure can be - and usually is - strong and vocal in its support of the all-male interscholastic program. Unfortunately and ironically, it is in this particular activity - which symbolizes sex bias in the schools, which permits participation of only a few students regardless of sex, which raises questions of student safety, and which meets the interests of a fraction of the student body - that the extremely desirable goal of community enthusiasm is achieved.

It is no wonder that many administrators feel uncertain about how to improve extracurricular athletic programs.

For all of these reasons, the first step in this difficult area is likely to be community education. It is important that the school join with concerned community people in this effort by co-sponsoring activities such as workshops, conferences, and publicity drives. Board meetings and budget hearings are useful for this, as are existing communication vehicles like parent newsletters. The focus of these programs should be the educational role of co-curricular activities in meeting the needs and interests of all students.

A logical second phase, then, would be a review of the approved process for extracurricular athletic programs. How are they instituted and by what criteria? According to what standards are they funded? Such mechanisms should be changed, where necessary, to bring them into line with commitment to the good of all students. Finally, existing programs should be reviewed individually, and the hard decisions about their appropriateness and level of funding should be made.

ATHLETICS SURVEY

DIRECTIONS: Please complete for each sport at each level. Use additional paper if necessary.

SPORT	LEVEL (Elem., Jr. High, Sr. High)	NUMBER OF PARTICIPANTS	SINGLE SEX TEAM	NUMBER OF DAYS IN OPERATION	NUMBER OF INTRAMURAL COMPETITIONS	NUMBER OF INTER-SCHOLASTIC COMPETITIONS	TOTAL EXPENDITURE OTHER THAN SALARIES	EXPENDITURE PER PARTIC.	SEX OF COACH (es)	SALARY OF COACH (es
		Females:								
		Males:								
		Females:								
		Males:								
		Females:								
		Males:								
		Females:								
		Males:								
		Females:								
		Males:								
		Females:								
		Males:								

Occupations of Adult Females

acrobatist
author
baby sitter
baker
cafeteria worker
cashier
cleaning woman
cook
doctor
dressmaker
fat lady (in circus)
governess
housekeeper
ice skater
librarian
painter
parent
queen
recreational director
school crossing guard
school nurse
secretary
shopkeeper
teacher
telephone operator
witch

Reprinted from Dick & Jane As Victims: Sex Stereotyping in Children's Readers, an analysis by Women on Words And Images, Princeton, N.J., 1972 and 1975.

This chart was from the original study, first reported in 1972, which looked at 134 elementary school readers from 14 different publishers.

(A similar study by Gwyneth Britton of Oregon State University analysed 4,144 differend stories in 16 reading series, preprimer through 10th grade reading levels. This study counted 119 female occupations, compared with 493 for males. See "Sex Stereotyping in Career Roles," Journal of Reading, Nov. 1973.)

Occupations of Adult Males

airplane builder
animal trainers
architect
artist
astronaut
astronomer
athlete
author

baby sitter
baker
baloonist
band conductor
banker
barber
baseball player
blacksmith
botanist
building contractor
businessman
bus driver

carpenter
circus keeper
clerk
clockmaker
clown
coach
computer operator
construction worker
cook
cowboy
craftsman

decorator
detective
deliveryman
dentist
doctor
doorman

electrician
engineer
expert on art
explorer

fairgroundsman
farmer
figure skater
film maker
fireman
fisherman
foreman
forest ranger

gardener
gas station attendant
glassblower
guard

handyman
humorist
hunter

ice cream man
inn keeper
inventor

janitor
judge
juggler

king
knight

landlord
life guard
lighthouse keeper
lumberman

magician
mailman
mathematician
mayor
m. c. in nightclub
merchant
milkman
miller
miner
mineralogist
monk
mover
museum manager

naturalist
newspaper owner
news reporter

organ grinder
outlaw

painter
parent
peddlar
pet store owner
photographer
pilot
pirate
plumber
policeman
pony herder
pop corn vender
priest

principal
professor
prospector

radio reporter
railroad inspector
restaurant owner
roadmaster
rocket firer

sailor
salesman
scientist
scoutmaster
sea captain
sheepherder
sheriff
ship builder
shoemaker
silversmith
ski teacher
soldier
space station worker
stagecoach driver
statesman
steamshovel operator
stonecutter
storeowner
submarine operator

tailor
taxidermist
teacher
telephoneman
telephone lineman
t. v. actor
t. v. man
t. v. newsman
t. v. writer
ticket seller
train conductor
train engineer
trapper
trashman
trolley driver
truck driver

veternarian

watchman
whaler
woodcutter
W. W. II hero

zookeeper

BEST COPY AVAILABLE

Biographies of Males

- Carl Ethan Akeley
- Alexander the Great
- Leo Baekeland
- Auguste Bartholdi
- Alexander Graham Bell
- Daniel Boone
- Louis Braille
- Abbe Breuil
- James Bridger
- Ralph Johnson Bunche
- Scott Carpenter
- Dick Button
- Kit Carson
- George Washington Carver
- John Colter
- Christopher Columbus
- James Cook
- Pierre Curie
- Glenn Curtis
- Father Damien
- Thomas Edison
- Albert Einstein
- John Elder
- Leif Ericsson
- Cyrus W. Field
- Dr. Fleming (Sir Alexander)
- Henry Ford
- Benjamin Franklin
- Galileo
- Lou Gehrig
- John Glenn
- Robert Hutchings Goddard
- Charles Goodyear
- Matthew Henson
- Sir Edmund Percival Hillary
- Ben Hogan
- Houdini
- Andrew Jackson
- John Paul Jones
- James Edward Jouett
- Danny Kaye
- Francis Scott Key
- Pierre Charles l'Enfant
- Juan Ponce de Leon
- John C. Lilly
- Abraham Lincoln
- Toussaint Louverture
- Magellan
- Mickey Mantle
- Matthew Fontaine Maury
- Dr. Charles H. Mayo
- Dr. William J. Mayo
- Garrett Morgan
- John Muir
- Issac Newton
- Noah
- Jesse Owens
- Robert Edwin Peary
- Admiral Matthew Calbraith Perry
- Oliver Perry
- Marco Polo
- Major John Wesley Powell
- Joseph Pulitzer
- Israel Putnam
- Paul Revere
- Jacob Riis
- Jackie Robinson
- John Roebling
- Washington Roebling
- Wilheim von Roentgen
- Franklin D. Roosevelt
- Babe Ruth
- Carl Sandburg
- Heinrich Schliemann
- Dr. Albert Schweitzer
- Captain Robert Falcon Scott
- Sequoyah
- Sir Ernest Henry Shackleton
- Alan B. Shephard
- John Philip Sousa
- Levi Strauss
- Nikola Tesla
- Henry David Thoreau
- Jim Thorpe
- George Washington
- Benjamin West
- Dr. Daniel Hale Williams
- John Wise
- Frank Lloyd Wright
- Orville Wright
- Wilbur Wright

Biographies of Females

- Amelia Earhart
- Joan of Arc
- Marian Anderson
- Jane Addams
- Mary Anning
- Mary McLeod Bethune
- Carol Ryrie Brink
- Emily Carr
- Marie Curie
- Babe Didrikson
- Helen Keller
- Emily Kimbrough
- Emma Lazarus
- Pocahontas
- Maria Mitchell
- Leontyne Price
- Annie Oakley

Reprinted from Dick & Jane As Victims: Sex Stereotyping in Children's Readers, an analysis by Women on Words and Images, Princeton, N.J. 1972 and 1975.

The 1972 study looked at 134 elementary school readers from 14 different publishers.

Additional Occupations

The following is a list of occupations found in books published since 1972 that were not found in the books studied earlier.

Male

- admiral
- airport worker
- aquanaut
- army general
- auto mechanic
- ballet dancer
- balloon seller
- bookkeeper
- candy store man
- charioteer
- chemist
- clown
- conductor
- councilman
- drug store owner
- entertainer
- florist
- football player
- garbage man
- geographer
- grocers
- horse-carriage driver
- indian chief
- junkman
- lawyer
- park ranger
- psychologist
- poet
- police chief
- postmaster
- president
- referee
- reporter
- school bus driver
- secretary
- servant
- soda jerk
- supermarket cashier
- taxi driver
- telegrapher
- television crew worker
- thieves
- traffic controller
- typewriter repairperson
- umpire
- vendors
- wizard
- wrecking crew

Female

- airlines clerk
- architect
- ballet dancer
- botanist
- candlemaker
- candystore owner
- city council member
- doctor
- drug store owner
- entertainer
- fortune teller
- lab technician
- maid
- movie star
- musician
- pet shop owner
- pilot
- policewoman
- princess
- scientist
- seamstress
- television crew worker
- veterinarian
- writer
- zoo keeper

Additional Biographies

The following is a list of biographies found in books published since 1972 that were not found in our original study

Male

- Louis Armstrong
- Benjamin Banneker
- Norman Borlaug
- Constantine Brancusi
- Alexander Calder
- Alexander Crosby
- Baron Pierre de Coubertin
- Samuel Clemens
- Davy Crockett
- Ernie Davis
- Duke Ellington
- Mahatma Gandhi
- Lue Gim Gong
- Maxim Gorky
- V. Grissoni
- William Le Baron Jenney
- Louis Joliet
- Martin Luther King
- Roy Lichtenstein
- Carolus Linneaus
- Kirkpatrick Macmillan
- Marcel Marceau
- John Marin
- Jacques Marquette
- John Matilizer
- Samuel Morse
- Jesse Owens
- Gordon Parks
- Pablo Picasso
- Gale Sayers
- George Seurat
- Andrew Wyeth

Female

- Elizabeth Britton
- Nellie Bly
- Barbara Cochran
- Mary Fields
- Janet Goodall
- Evonne Goolagong
- Dianne Holum
- Osa Johnson
- Ynes Mexia
- Debbie Meyer
- Wilma Rudolph
- Kate Shelley
- Harriet Tuckman
- Phillis Wheately

Reprinted from Dick & Jane As Victims: Sex Stereotyping in Children's Readers, an analysis by Women on Words and Images, Princeton, N.J., expanded 1975 edition.

These charts are the result of a study of 83 elementary school reader from 9 major publishers.

WORKSHOP 4: STRATEGIES FOR ENDING SEX DISCRIMINATION IN SCHOOLS

Time: 2 - 2 1/2 hours

Trainers' pages are numbered T 4-1 to T 4-6, handout materials are numbered H 4-1 to H 4-28.

Purpose: To enable participants to become more familiar with strategies for change.

Materials needed:

1. Sufficient copies of handouts (one for each participant)

   "Request/Refuse" situations

   "Seattle Schools Clean House"

   "Kalamazoo: A Model for Change"

   "Focus on Inservice Education"

2. Chalkboard and chalk or chart paper and felt pen

Room arrangement: Moveable chairs, at first arranged for large group discussion.

Advance preparations: Put directions from section 3, Activity I (Request/Refuse) on the chalkboard or on a large piece of chart paper. Then cover the directions until they are needed.

Overview:*

I.	Request/Refuse	50-70 minutes
	Break	10 minutes
II.	Exploring strategies for change	50-70 minutes

*Begin the workshop with introductions of trainers and participants if people have not met before.

SUGGESTED INTRODUCTION TO THE WORKSHOP

"This workshop will give you a chance to explore strategies that instructional staff, parents, administrators, counselors, and students can use to end sex discrimination in your district. As you know, there are many ways that individuals and groups can bring about change in the policies of a school or district, and in the attitudes and behaviors of the people involved. People in each state, district, and school have to determine what strategies they will use, depending upon what problems need attention, who is affected and concerned about the problems, what resources are available, and what the roadblocks are."

I. REQUEST/REFUSE (50-70 minutes)

1. Suggested introduction:

   "This activity will give you practice making requests, developing strategies for solving problems, and dealing with refusals."

2. Ask participants to pair off. (If there is an odd number of people, have a group of three work together.)

3. Explain that each person will have an opportunity to be a "requester" and a "refuser," working with sex discriminatory situations that parents, students, teachers, counselors, and administrators might face. When participants get the handout of situations: (the following should be written on the board)

   Decide:

   1. What situation you want to work on as "requester"
   2. Which partner will be the first "requester"

   As Requester:

   1. Take some time to gather your thoughts
   2. Propose positive solutions for the problem that you are concerned about; justify your suggestions
   3. Tell the refuser what further action(s) you will take if your request is refused

   As Refuser:

   Give the requester a realistic experience of all the various forms of refusal.

4. Emphasize that the purpose of the exercise is to help people improve skills in making requests and in devising positive strategies for reaching their goals. It is not a purpose of the exercise to train people in skills of harmful rejection; thus the function of person B is to provide the experience of refusal needed for his/her partner's practice and growth.

5. Explain that in order to give both partners an opportunity to make requests, the first requester will have 10 minutes, and then there will be a signal to exchange "requester" and "refuser" roles; participants can continue working on the same situation or switch to another situation of the second "requester's" choice.

6. Distribute the Request/Refuse situations. Give participants five minutes to make their decisions and plans. Then ask people to get started working on one situation.

7. Signal again after 7-10 minutes for participants to exchange "requester" and "refuser" roles.

8. After both partners have had an opportunity to be in the "requester" role, ask participants to return to a large group discussion. (If the whole group is larger than 20 people and if there are two trainers, set up two group discussions.)

9. In the large group(s), go through the handout situations one by one, asking "requesters" to tell the positive solutions they proposed, as well as the further actions they came up with. Record these in a list on the chalkboard or chartpaper.

   Participants may suggest the following strategies for ending sex discrimination in schools: (when recording, abbreviate statements so they can be written quickly)

   *Teachers can develop sex role awareness activities for students.

   *Parents and teachers can screen textbooks before purchase.

   *Parents and teachers can search out bias-free supplementary materials.

   *Take the complaint "up the ladder" to the principal, superintendent, school board, etc.

   *Write protest letters to text publishers.

   *Use (or threaten to use) Title IX, state laws.

*Look for special funding to buy new materials and set up new programs on sex role awareness and women studies.

*Set up inservice programs on sex role socialization and sex discrimination for staff, parents.

*Organize community support to change Board policy, administrative procedures, state law.

*Seek support from teachers' associations/unions.

*etc.

NOTE: You may want to make a list of refusal methods, and discuss how "requesters" can deal with the various methods of refusal.

BREAK FOR 10 MINUTES.

II. EXPLORING STRATEGIES FOR ENDING SEX DISCRIMINATION IN SCHOOLS (50-70 minutes)

Suggested introduction:

"When developing strategies for ending sex discrimination in schools at a local or state-wide level, it is often helpful to gain perspective by looking at similar efforts--what strategies other people have tried, what worked, what might be adapted to your situation. In this part of the workshop, we'll review information about efforts to end sex discrimination in schools in various parts of the United States.

"The articles about Kalamazoo, Michigan, and Seattle, Washington, describe how citizens' groups and teachers brought issues involving sex discrimination to the attention of school administrators, Board members, and the public. These articles provide some contrast to the Request/Refuse situations where you were working as an individual to propose the elimination of one instance of sex discrimination. Often when problems are pervasive, groups of people working together are a more effective way of bringing about change. The Kalamazoo and Seattle articles also describe changes that have been made in district programs, as well as staff inservice programs that have been developed to increase awareness about sex discrimination.

"The handout 'Focus on Inservice Education' gives additional information about inservice programs at the local district level (looking at Dallas, Minneapolis, and Seattle), as well as at the University level (looking at courses from the State University of New York and the University of Washington). Also included in this packet is a sample inservice activity about teacher behavior, 'How Do I Perpetuate Sex Role Stereotyping?'"

Distribute the three handouts and ask participants to use the next 20-30 minutes to read the materials, keeping in mind the following questions: (these questions should be on the chalkboard or chartpaper)

1. What strategies did people use in Seattle and Kalamazoo to end sex discrimination in their schools? What did individuals do? What did groups do?

2. What strategies would be effective in your school, district, state?

3. What kind of inservice program(s) would be most effective in your school or district? Would the inservice be compulsory or voluntary? What would the format be?

4. What are various sources of funding and technical assistance that can facilitate efforts to end sex discrimination in your school, district, state?

Discussion: After reading the handouts, participants can meet in a large group or in several small groups with people from their school or district to consider the above questions, analyse the needs of their school or district, and develop strategies for ending sex discrimination that would be effective in their school or district.

REFERENCES FOR WORKSHOP #4: STRATEGIES FOR ENDING SEX DISCRIMINATION IN SCHOOLS

Sexism in Schools: A Handbook for Action, Nina Rothchild (14 Hickory St., Mahtomedi, Minn. 55115) $2. A how-to book for parents written by a member of a Minnesota school district Board member.

Women Studies for Teachers and Administrators: A Packet of In-service Materials (Feminist Press, Box 334, Old Westbury, NY 11568, 1975) $10. The Feminist Press also publishes Women Studies Newsletter, a quarterly with useful essays, resource lists, and other information for teachers from elementary school through college.

Sexism in Education, Emma Willard Task Force on Education (Box 14229, Minneapolis, Minn. 55414) $4. Essays, classroom and group activities, bibliography: a basic book for inservice.

Unlearning the Lie: Sexism in School, Barbara Grizzuti Harrison (Liveright, 1973) $6.95. A sensitive account of parents' and teachers' attempts to end sexism in an open-education independent school in New York. An informative chapter on the efforts of black and white parents to work together.

Sexism: A Handbook for Teacher Intervention or Calling off the Game, Victoria Grizzard and Joanne Dodge (CEDARC, P.O. Box 30128, Santa Barbara CA 93105)1774, $5.25. Inservice activities, ideas to use with young people.

Kalamazoo Public Schools, Instructional Media Department, 1220 Howard St., Kalamazoo Mich. 49008. A wide variety of publications on sex discrimination in Kalamazoo schools. Detailed analysis and recommendations for change. Write for a price list.

Vocational Preparation for Women: A Critical Analysis, Joann Steiger, (Steiger, Fink, and Smith Inc., 6723 Towne Lane Rd, McLean VA 22101) A short discussion of sex bias in career inventories. Contains a good bibliography.

REQUEST/REFUSE

1. A. Requester: You are a parent. While leafing through your daughter's first grade math book, you notice that there are about 4 pictures of males to every 1 picture of females, and that the females are always shown cooking or sewing. You are dismayed and decide to talk to your daughter's teacher.

   B. Refuser: You are the teacher.

2. A. Requester: You are a female high school student. You told your advisor that you wanted to take a metal shop course because you are thinking of becoming a welder, but your advisor didn't put you in the class. You are mad and you go in to talk to your advisor.

   B. Refuser: You are the advisor.

3. A. Requester: You are a female science teacher, teaching at the junior high school level. You would like to transfer to the high school level, but your transfer has been turned down. You examine some recent employment statistics in your district and notice that no women are teaching high school science or math. You decide to take this matter to the personnel officer.

   B. Refuser: You are the personnel officer.

4. A. Requester: You are a parent. Your son complains that he is getting a lot of pressure from his gym teacher to "really get out there and play football like a man." You are dismayed by the gym teacher's attitude, and you decide to confer with him.

   B. Refuser: You are the (male) gym teacher.

5. A. Requester: You are a high school social studies teacher who has developed a course on women studies. You look over the list of films in your district, and find that there are none on women's history or current concerns of women. You decide to talk with the person who orders audio-visual materials in your district.

   B. Refuser: You are the person who orders audio-visual materials.

6. A. Requester: You are a parent. You learn that your son's basketball uniform and traveling expenses to away games are provided by the high school, while your daughter's are not. You don't think this is fair, and you decide to talk to the principal about this.

   B. Refuser: You are the principal.

7. A. Requester: You are a 4th grade teacher. Your principal prints up a notice for parents to sign and return which says, "My child, _______, has permission to participate in afterschool activities. He wants to sign up for....." You object to the use of the generic "he" and go in to talk to the principal.

   B. Refuser: You are the principal.

8. A. Requester: You are a single parent. While looking through your daughter's family living textbook, you notice a section on marriage. The text stresses marriage and the nuclear family as "the norm," and/or refers to other life styles as "unfortunate," "deviant," and "unusual behavior." You object to these labels and go in to talk to the teacher.

   B. Refuser: You are the family living teacher.

9. A. Requester: You are a young Black (or Asian, Chicana, or Native American) woman taking an American history class in high school. You notice that all of the "notable Americans" assigned for the biography research project are white men. You object, and make an appointment to talk with the teacher about this.

   B. Refuser: You are the teacher.

10. A. Requester: You are a third grade teacher. School policy requires teachers to have their students walk through the halls in boys' lines and girls' lines. You oppose this policy and bring the matter up at a faculty meeting.

    Refuser. You are the principal.

11. A. Requester: You are a parent. Your 16 year old daughter is pregnant and decides to have her baby. You support that decision. She tells you that she's been advised to drop out of school. You have been encouraging her to complete high school, so you go in to talk with the advisor about this.

    B. Refuser: You are the advisor.

12. A. Requester: You are a teacher who has learned that Title IV funds are now available for workshops on sex discrimination, but the Title IV officer in your area is concentrating all of her/his efforts on race discrimination workshops. You go in to see the Title IV officer.

    B. Refuser: You are the Title IV officer.

13. A. Requester: You are a parent. You notice that your district is taking no visible steps to comply with Title IX. You approach a School Board member to ask that implementation of Title IX be given priority in your district.

    B. Refuser: You are the School Board member.

14. A. Requester: You are a high school history teacher. Although your school district has issued public statements supporting the elimination of sex discrimination, you discover that no provision has been made for screening text books for sex bias before books are ordered. You are aware that screening of materials is not required by Title IX, but you think that screening should be done, so you decide to speak to the curriculum supervisor.

    B. Refuser: You are the curriculum supervisor.

Women's Studies Newsletter

Clearinghouse on Women's Studies
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SEATTLE SCHOOLS CLEAN HOUSE

Deirdre O'Neill

Credit for awakening the Seattle schools' feminist consciousness lies with 55 women physical education teachers and coaches, who three years ago cried foul. Frustrated and angered over long-standing sex discrimination against women employees and students, they filed a complaint with the Washington State Human Rights Commission (HRC).

During the two and a half years of investigation by HRC, 40 of the women originally involved in the suit left the district. The persistence of the remaining 15 was rewarded by the recently signed conciliation agreement which promises corrective action by women and girls in physical education and athletic programs. In addition, the agreement promises to increase equality of the sexes in every other aspect of school administration.

This year for the first time, females and males coaching the same sport will receive the same stipend. In the past, the highest stipend paid to any woman coach was $121 lower than the lowest stipend paid to any male coach. All women coaches of girls' track and volleyball will receive two years back-pay to equalize stipends with those given male coaches.

For the next five years the Seattle School District must provide at least two staff development (in-service) courses per year oriented specifically to the needs of women p.e. and health instructors and coaches. Not only must the district assume responsibility for training women coaches, but it has been ordered to recruit and hire qualified women to coach girls' sports programs, rather than assigning teachers with secondary interests in sports. For the first time, two women have been appointed to direct women's athletic, p.e., and health education programs at the district administrative level.

In the past, the apportionment of athletic funds by athletic coordinators (all but one male) and student body officers has been overwhelmingly biased in favor of males. Over $80,000 in Student Activity Fees was allotted each year to boys' football, basketball, baseball, athletic promotion, and athletic insurance, while $15,000 went to girls' athletic programs. Due to minimal budgets, girls have had to settle for worn hand-me-down equipment from boys, and less than adequate gym, playfield, and shower-room facilities. The conciliation forced the Seattle School District to add $10,000 to the girls' sports allotment, bringing it to approximately a third of the budget allotted for boys. In addition, the agreement states that "adequate" facilities are to be made available to conduct the programs "at all seasons of the year."

More generally, the HRC study exposed sex bias in all elements of district recruitment, hiring, training, and promotion of women. Under the new agreement the district will establish and implement an affirmative action plan directed at rectifying the lack of women and minorities in administrative positions. In addition, such sex-differentiated job titles as "matron" and "custodian" were desexed and corresponding unequal salary scales were abolished.

While HRC was investigating the Seattle School District, a group of citizens began organizing around another point of concern: the curriculum, in which women and girls were either completely ignored or crippled by narrow stereotypic roles. After eight months of careful study, Citizens for the Elimination of Sex-Stereotyping presented to the school board a slide show and an accompanying seventy-page information packet documenting sexism in Seattle schools' elementary texts.

Under pressure from HRC and the possible threat of loss of federal funds, Superintendent J. Loren Troxel appointed a Committee to Eliminate Sex-Stereotyping (CESS) to examine sex bias and make recommendations for its elimination. In January 1974, after four months of investigation, CESS presented the Superintendent with a five-page list of recommendations for immediate implementation. The recommendations centered around the establishment of an Office for Equality of the Sexes which would focus on the re-education of curriculum specialists, counsellors, department heads, and teachers in order to encourage and assist in the development of appropriate new courses and materials. In addition, the Office would plan and implement staff development courses, oversee affirmative action hiring and promotion for women, and act upon other problems relating to sexism in the schools. In general the Office would initiate and perform the wide range of activities needed to implement a policy of equal opportunity for both sexes.

Administrative response to the recommendations was for the most part negative. Superintendent Troxel rejected outright the establishment of the Office, proposing instead that changes occur through "existing channels." Similarly, he sidestepped the recommendation that specific screening for sex and ethnic bias in texts be done before materials are tested in the classroom. The Superintendent claimed that "screening for exclusion of materials should not be the purpose of the criteria." This policy nullifies the effect of a detailed "Screening for Sex Bias" evaluation form drafted by CESS and distributed to textbook selection committees. Sally Mackle, CESS member, feels that the district was "jogged out of its apathy, made a few token noises to improve its public image, and fell back asleep again."

One recommendation which has been implemented is the establishment of a district financed staff development (in-service) course taught by CESS members. While such a step is to be applauded as a beginning, CESS members are quick to criticize the minimal effectiveness of a volunteer course attended primarily by those who are aware of the problem, and avoided by those who are the root of the problem.

Seattle Schools Clean House – 2

Currently the district is in the process of setting up an administrative-level commission to make efforts to end sex bias. Representatives from nine areas of educational concern are involved, including curriculum, counselling, library resources, affirmative action, research, and administration. While some confusion exists about the actual function of the commission being set up by the Superintendent's office, local feminists are cautiously hopeful that an "in-house" commission with widespread representation will have the necessary leverage for change.

Despite the skepticism expressed by CESS members and concerned teachers, students, and parents, much has happened in Seattle. Local feminism has taken many forms: a Women in History course, Women's Awareness Week, district-wide celebration of Susan B. Anthony Day, mini-grants for nonsexist material, and even the consciousness-raising suggestion (no takers yet) of organizing male "guardian angels" to bake cookies for girl athletes. The original staff development course on sex stereotyping has spawned eight new courses to be offered this coming year, ranging in topic from "Social History of Women" to "Sex Bias in Health, Family Living, and Home Economics."

In order to foment a stronger rebellion, local women are now critically assessing past strategies. It seems clear that the success of the women coaches and p.e. teachers was a function of their organization and especially their representation in every school. In addition, their specific actions on legal violations brought vast changes within the district. While there is little promise of Title IX for eradicating sexist curricular materials, the possibility has been raised of a suit based on Washington's Equal Rights Amendment.

Some CESS members feel that the recent months of foot-dragging on the part of the administration reflect a true lack of concern for the rapid elimination of sex bias. But in the Seattle schools, with or without administrative support, a momentum of change has been firmly initiated. Inevitably that movement will force the reluctant male-dominated systems to clean house.

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The author is a member of CESS and a graduate student in curriculum at U. of Washington. This past year she initiated and co-taught the Seattle Public School staff development course, "Sexism in Society and Schools."

POSTSCRIPT, MARCH 1976

Seattle's Sex Bias Commission has been meeting for the past year and a half. Members (teachers, administrators, nurses, social workers, etc.) had some released time during school year 1974-75. Now, although hampered by unexpected funding cutbacks (school district levy failures), the Commission has begun to put into effect some of the recommendations it prepared during its first year.

About 130 building representatives (one per school) have been selected and have attended a basic awareness workshop. It is expected that building representatives will now prepare awareness activities appropriate to each school.

Adequate funding remains a problem, however, and the members of the Sex Bias Commission are working without pay or released time. Without the assistance of the Sex Desegregation Training Institute (Seattle University), which has funded released time for special training teams and given other substantial help, workshops for building representatives probably could not have been held.

C.E.T.A. funds (Comprehensive Employment and Training Act) were obtained to provide the Commission with one staff support person, but the search continues for more outside funding. The P.E.E.R. Perspective newsletter has provided helpful information, as has the U.S. Women's Bureau publication, "Looking for a grant: a kit for groups seeking financial assistance." Federal funds from the Women's Educational Equity Act are a possibility. There seems to be little hope at this time of stronger in-house support.

Yet change is slowly taking place. It is harder now to find blatant examples of sex stereotyping in display cases and bulletin boards in school halls; the atmosphere of classrooms and the language in district communications has changed as well. Washington's new state law, prohibiting sex discrimination in all aspects if public education (K-12), including curriculum and materials, will surely strengthen and accelerate the process.

Reprinted from Inequality in Education,
Center for Law and Education, Harvard
University, #18 (Oct. 1974)

Kalamazoo:

A Model for Change

by Carol Ahlum

The superintendent of schools in Kalamazoo, Michigan has made one of his performance objectives the elimination of sexism in the Kalamazoo schools and has directed all school personnel to take this goal as one of *their* objectives. The superintendent does not view these goals as rhetorical: all administrators and teachers are required to keep descriptive records about their plans and progress in eliminating sexism.

Beginning in fall 1973, Kalamazoo's elementary school teachers countered sex stereotyping in a newly purchased Houghton Mifflin reading program by using a supplementary book-length collection of revisions to their teachers' guides, entitled *Recommendations for Eliminating Sex Discrimination in the Reading Program*. This collection was devised by an administration committee of teachers, administrators and parents.

Since spring 1973, all books and audio-visual materials are being evaluated by the Kalamazoo School Instructional Media Department before purchase to ensure the acquisition of nonsexist and nonracist materials. The guidelines used in this evaluation were developed by the system itself under the direction of the Media Director in charge of the system's libraries and the audio-visual department.

These developments in the city of Kalamazoo are unique in public education. How did it happen and why? I spent a week in Kalamazoo talking with both educators and citizens to find out.

CSSD History

At a school board meeting in the fall of 1971, a former school board member was rebuffed when she proposed that the board seriously consider the existence and implications of sex discrimination in the Kalamazoo schools. The speaker was told that if sex discrimination was indeed a problem she should return with documentation. Members of the strong women's movement in the city accepted the challenge and returned to the next school board meeting with a slideshow on sexism in the elementary reading series (Scott, Foresman) then in use in the Kalamazoo schools. This presentation and the presence and support of over thirty women prompted the school board to create the Committee to Study Sex Discrimination in the Kalamazoo Schools (CSSD) in December 1971. The board also appointed a chairperson who in turn sought out interested people to join the ranks of CSSD.

From its beginning CSSD saw its goal as introducing mechanisms into the system whereby school personnel themselves would develop their own strategies for eliminating sex discrimination. After eighteen months of studying major aspects of the school system (personnel, physical education, elementary textbooks, selected high school courses, student-oriented issues), CSSD task forces produced five well-documented reports that included comprehensive short and long-range recommendations to the school system.

After the completion of each report, the

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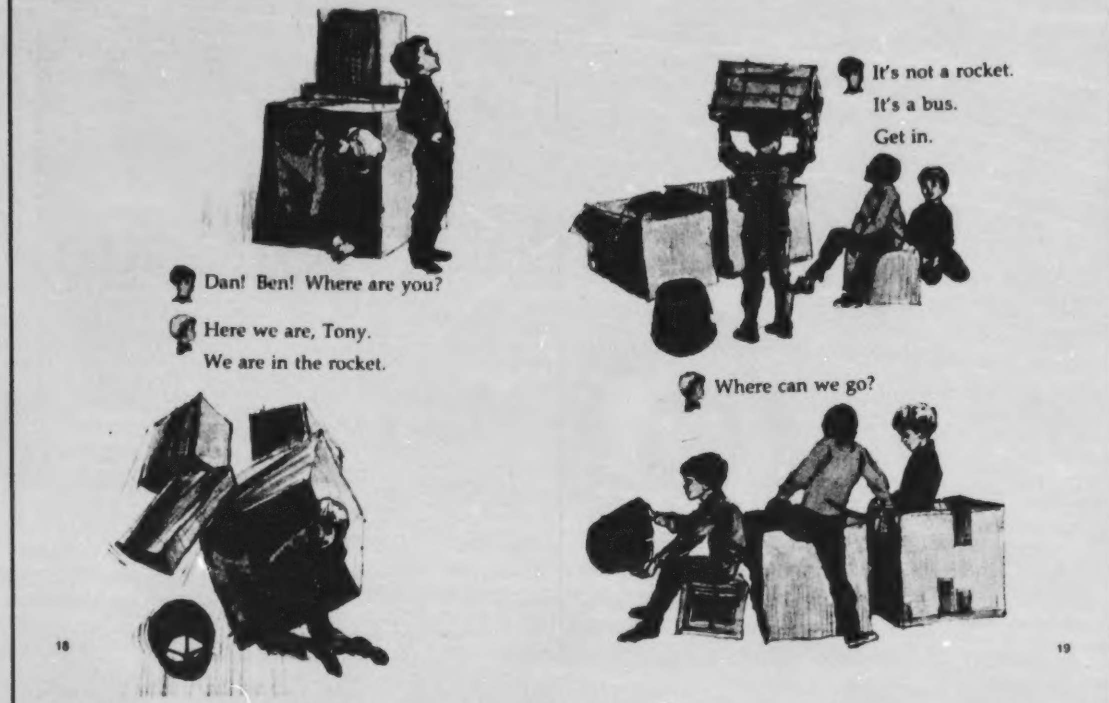


Dan! Ben! Where are you?

Here we are, Tony.
We are in the rocket.

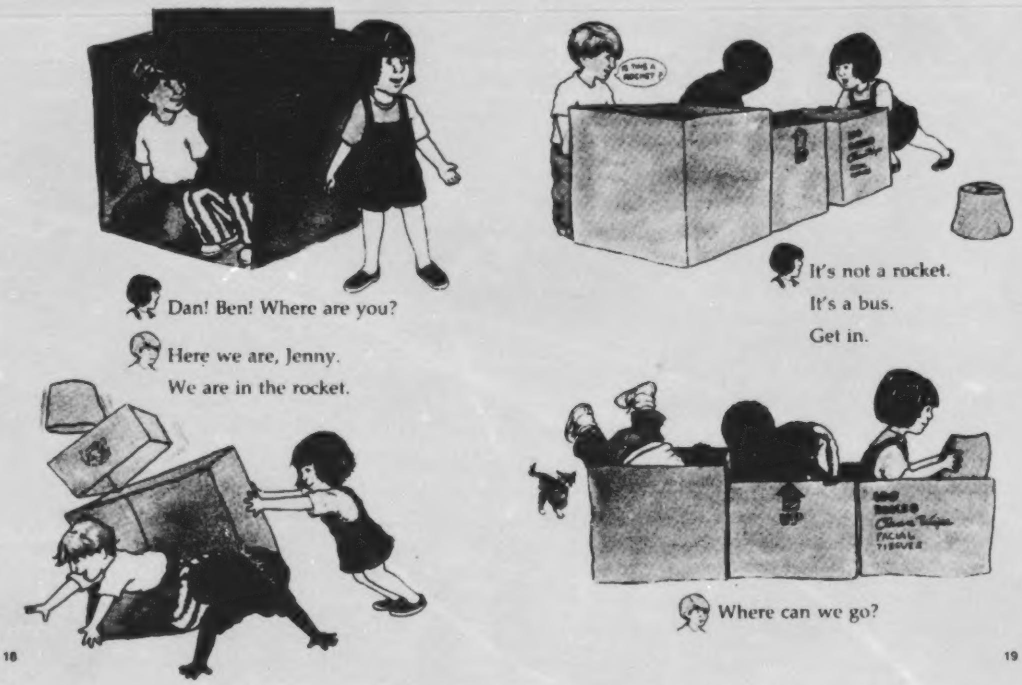
18

It's not a rocket.
It's a bus.
Get in.

Where can we go?

19

From *Tigers,* Houghton Mifflin Reading Program. Copyright © 1971 by Houghton Mifflin Company. Used by permission.



IS THIS A ROCKET?

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From *Tigers,* Houghton Mifflin Reading Program. Copyright © 1974 by Houghton Mifflin Company. Used by permission.

task force leader and other CSSD members initiated a meeting with the superintendent and the school administrator directly responsible for each educational area under examination. They discussed the findings of the reports and possible mechanisms for implementation of the recommendations.

Of course, CSSD hoped that its reports and especially its recommendations would lead the school system to initiate needed changes. But it also recognized that reports and recommendations alone do not bring about actual change. As one committee member told me, the system acts when it is forced to.

The group now has a core of about twenty members, mostly mothers of school age children, and in over two years CSSD has involved up to two hundred people in some aspect of its work. Two women administrators from the school system are associated with the committee, initially as designated liaisons between the school system and CSSD, and subsequently as participating committee members.

Direct Action

Despite the fact that CSSD was officially created and sanctioned by the school board, the relationship was at times a tense and difficult one. In May 1973 the school board decided to purchase a Houghton Mifflin elementary reading program to replace the Scott, Foresman program. Explaining that the proposed new series exhibited the same blatant sex stereotyping as the series then in use, CSSD asked the board to exert its consumer power to say "no" to any publisher who produced and promoted sexist educational materials. Since there were no available nonsexist elementary readers, the committee suggested that the board buy supplementary materials to enable the system to devise its own nonsexist reading program. This had been one of CSSD's original recommendations in the report of the elementary textbook task force, released to the school board in February 1973.

CSSD warned the school board in writing that if it proceeded with the purchase, CSSD would file a complaint of sex discrimination under Title IX of the Educational Amendments of 1972, the one federal law that prohibits sex discrimination in public elementary and secondary schools. When the school board failed to alter its decision to purchase the Houghton Mifflin reading program, CSSD filed the complaint (consisting of a one page letter and a four page analysis of sex stereotyping in the Houghton Mifflin readers) with Casper Weinberger, Secretary of the Department of Health, Education and Welfare. The complaint contends that the projected five-to-seven year use of blatantly sex-stereotyped readers will detrimentally affect Kalamazoo children.

Using classic examples of feminist analysis of children's books, the complaint reported that the reading program: 1) does not recognize the actions and achievements of women (only a few famous women are mentioned, while famous men are included throughout); 2) does not show the same respect for women and girls as it does for men and boys (the pronoun "he" is introduced in the first preprimer; "she" in the third); and 3) assigns abilities, traits, interests and activities on the basis of male or female stereotypes (men are portrayed in a variety of work roles, while women are portrayed in the typical three: teacher, nurse and mother). HEW has not acted on the Title IX complaint because the proposed guidelines have not been finalized.

While the outcome is far from clear, the mere filing of the complaint has been significant for nonsexist education generally and for the Kalamazoo schools specifically. The Kalamazoo CSSD has emerged as a nationally recognized feminist citizens' group that has begun to hold its school system accountable for the problem of school sexism. As the CSSD chairperson said, CSSD filed the complaint "to be supportive of other sisters [and] to give others a model of what can be done."

Response and Implementation

The pressure of the complaint has spurred the school administration to develop mechanisms for eliminating school sexism. The creation of the Materials Review Committee (MRC) is one example of administrative reaction. Set up at the suggestion of the central administration and sanctioned by the school board for the purpose of reviewing the new reading program for sex bias, this group consists of teachers, administrators and four CSSD feminists. It met during the summer of 1973 and produced the book-length collection of revisions to the teachers' guide mentioned at the beginning of this article. The introduction to this collection explains that the MRC "recognized that nothing could be done with students' editions [*i.e.,* the basal readers] but endeavored to achieve appropriate representation of and balance in the portrayal of sex roles in the teachers' guides, especially in those portions of the lesson plan in which exercises were to be read and written on the chalk board by the teacher."

The Houghton Mifflin Publishing Company has certainly been affected by the complaint. John Ridley, editor-in-chief of the company's reading and language arts department, flew to Kalamazoo last summer to hear MRC's criticisms of sex bias in the reading program firsthand. This editor perceived the potential economic consequences of school systems' using their consumer power to pressure publishers to eliminate sex stereotyping from educational materials. The Kalamazoo Media Director, a co-chairperson of the MRC, reported that Mr. Ridley left Kalamazoo with plans to educate his own staff about sex-role stereotypes in children's textbooks. Hougton Mifflin will also incorporate a number of the MRC's revisions in its yearly cosmetic changes of the teachers' guide.

One elementary principal, specifically as a result of his participation on the MRC, has become one of the district's staunchest converts to the goal of nonsexist education. He explained to me that he had accepted the appointment to the committee with a joking attitude; he had not considered sex bias a significant issue. In speaking about the influences that changed his attitude, the principal pointed to the committee's interchange of ideas during its item-by-item examination of the teachers' guide and its development of nonstereotyped alternatives. Understanding the process that influenced his own attitude change, he decided to create a similar learning environment for his teaching staff. When Kalamazoo elementary principals were directed to meet with teachers in school-wide in-service meetings to discuss sex stereotyping and introduce the prescribed revisions to the teachers' guide in fall 1973, this principal used the record of nonsexist children's songs, *Free to be You and Me* by Marlo Thomas, to initiate discussion. With the help of the school librarian, he then worked with teachers in small groups to discuss item-by-item a sample of the prescribed revisions; he hoped through this process to replicate his own experience.

The Director of Secondary Curriculum is also, as a result of CSSD's recommendations, acting on her awareness of sexism. As a black woman who has been incorporating nonracist attitudes and materials into curricula, she explained that sexism has "existed far too long." She welcomed CSSD's work because it motivated her to implement changes that she knew were essential but which she had not yet taken the time to work on. Since last spring, she has met with her staff of instructional specialists and they in turn have begun the task of working with high school teachers to counter sexist attitudes and curriculum in their classrooms. By the spring of 1974, she was conducting department in-service meetings that systematically involved all high school teachers in workshops on sexism.

Home Economics

Admitting that until recently sexist elements in the secondary curriculum have escaped her scrutiny, the Director of Secondary Curriculum pointed to blatant discrimination in relation to home economics courses. In September 1973 the chairperson of CSSD found her junior high school daughter *assigned* to a girls' home economics class. Indeed, CSSD discovered that in three out of five junior high schools seventh grade home economics was sex segregated by design. CSSD quickly arranged a meeting with school personnel, including the superintendent and the Vocational Education Specialist, to inform them that classes sex segregated by design are illegal under Title IX and also under the Michigan Public Accommodations Act; once again CSSD asked the school system to comply voluntarily with the law.

In this instance, the system agreed. Letters were soon sent to parents announcing home economics classes open to both sexes. In addition, the Director of Secondary Cirriculum set up a committee of home economics teachers to develop a new curriculum that will not only admit both sexes but also *attract* both female and male students to elect home economics courses. This administrator understands that junior high school students will not readily choose courses that until now have been considered only for the opposite sex. A new curriculum and the re-education of teachers are the significant mechanisms being used in Kalamazoo to implement a nonsexist home economics program. It will also have a new name, probably "human ecology."

Ongoing Activities

As the Kalamazoo schools receive national recognition as a model school system moving toward nonsexist education, the citizens' group which has worked for over two years toward this development maintains that the changes now occurring are only a beginning. In a recent statement to the school board, while applauding the initiative of the Kalamazoo school administrators, CSSD calls for the establishment of a systematic, long-term program:

> The committee recognizes that the administration and staff have achieved a higher level of awareness over the past two years and that certain steps have been taken to begin the process of eliminating sex discrimination in our school system. We take considerable pride in the fact that it is the *Kalamazoo* public school system which is considered as the model for schools across the country, being nationally recognized for its leadership in bringing about the elimination of sex discrimination in public education. However, the pervasiveness of institutionalized sexism and its damaging effects on our young people mean that

Photo Courtesy of Educational Development Center, Inc.

> those beginning steps already taken must be expanded into a thoughtfully planned program to eliminate sex discrimination in our schools, with evaluation and accountability as important a part of this program as any other.

At last word, CSSD has not obtained the commitment asked for in the above statement. Indeed, at a fall 1973 school board meeting, CSSD was officially dismissed as a school board committee. However, the superintendent still maintains that the school system recognizes the importance of the committee's work and that he will continue to be as attentive to CSSD as to any community group interested in working with the schools on mutual goals.

The MRC, another board committee, also seems officially to be disbanded; it has not met since it released the revision handbook to the teachers' guide. Some school administrators consider the job completed; they maintain that the MRC has eliminated sex bias from the reading program. On the other hand, while agreeing that the MRC substantially eliminated sexism from the teachers' guide, CSSD recognizes that the MRC has only *begun* to do the same for the entire reading program. And then, of course, materials in all other curriculum areas, aside from elementary reading, need attention.

Regardless of its lack of official status, and now as a community group, CSSD continues its work. In January 1974, CSSD filed a second Title IX complaint, this time maintaining that "the absence of interscholastic sports for girls in the junior and senior high schools . . . in the months of January, February and March 1974 constitutes discrimination under an education program receiving Federal financial assistance within the meaning of . . . Title IX." This complaint set in motion still another round of negotiations between the school system and CSSD.

As CSSD focuses on specific issues, its work continues to be multi-level and multi-issue. It has been collaborating with the Kalamazoo City Teachers Association in the development and teaching of in-service workshops for teachers on sexism in schools. A number of these workshops have already been held in the Kalamazoo Valley Intermediate School District (nine school systems). And at the school system level, CSSD is negotiating with the superintendent for the writing of a practical but systematic program that will direct the Kalamazoo schools to make nonsexist education a reality. The Committee to Study Sex Discrimination in the Kalamazoo schools is holding the system accountable for its already-stated performance objectives and now wants to see timetables and goals for how and when these objectives will be developed into a visible and measurable program of nonsexist education.

Resource Materials

The teachers' guide entitled *Recommendations for Eliminating Sex Discrimination in the Reading Program* ($4.00) and the five CSSD task force reports ($5.00) are distributed by the Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Michigan 49001.

The "Guidelines for A Positive, Non-Stereotyped Portrayal of Human Roles in Print and Non-Print Materials" is available from Lee Jameson, Media Director, Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Michigan 49001.

The final report by CSSD on the Houghton Mifflin readers documenting the Title IX complaint will soon by published by the Women's Commission of Michigan. The Women's Commission is also preparing a publication entitled "Sex Stereotyping in Textbooks." Women's Commission, 230 North Washington Avenue, Lansing, Michigan 48933.

For further information about the work of CSSD, contact: Jo Jacobs, 732 Garland, Kalamazoo, Michigan 49001 (616) 345-5853. *

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*Jo Jacobs is now Education Specialist, Title IX, Office of Equal Educational Opportunity, Michigan State Department of Education, Lansing, Mich, 48902.

FOCUS ON INSERVICE EDUCATION

> "The teacher and the textbook are at the heart of every curriculum. ...every school system needs to organize an introductory course on the general problem of sexism at the schools. ... Ultimately, it will be up to individuals and schools at the local level to ensure that their systems comply both with the letter and the spirit of the new regulations."
>
> ---Women Studies for Teachers and Administrators: A Packet of Inservice Education Materials, Feminist Press, 1976

The following lists and outlines for inservice training are reprinted with permission by the Feminist Press. They represent various programs that have been developed by school districts, community task forces, and universities to end sex discrimination in elementary and secondary schools.

Included are materials from:

Dallas Independent School District

Minneapolis Public Schools

Seattle Public Schools

"Sex Stereotyping in the Schools," Betty Levy, College at Old Westbury, State University of New York

"Nonsexist Education: Strategies and Change," Deirdre O'Neill, University of Washington

Also included is an exercise for inservice training in teacher behavior, "How Do I Perpetuate Sex Role Stereotypes???" Victoria Grizzard and Joanne Dodge, Sexism: A Handbook for Teacher Intervention or Calling Off the Game

NOTE: Curriculum materials and specialized course syllabi for elementary and secondary school courses and programs are included in WORKSHOP 5: RESOURCES FOR ENDING SEX DISCRIMINATION IN PROGRAMS FOR STUDENTS.

Reprinted from the packet of the Feminist Press
"Conference on In-Service Education and Women's
Studies: Reeducating a Generation of Teachers,"
Nov. 1974

DALLAS INDEPENDENT SCHOOL DISTRICT

Adapted from "Tentative Affirmative Action Plan to Eliminate Sex Discrimination in the Dallas Independent School District," prepared by the Review Panel on Sex Discrimination, August 22, 1973

PERSONNEL DEVELOPMENT (TEACHER EDUCATION)

In an attempt to raise the conscious awareness level of discriminatory practices in education and make a dedicated effort during 1973-74 toward correction of these practices, the Personnel Development Department will initiate the following programs for equality of opportunity:

1. Establish a Graduate Center course offering about the famous women in United States history.
2. Provide a mini-seminar course for male teachers in the techniques and procedures of counseling
3. Providing a mini-seminar course for female teachers in the coaching of major sports.
4. Increase the number of female participants in the Leadership Training Program.
5. Establish and coordinate a Speakers' Bureau for local building staff development programs regarding equality of opportunity.
6. Utilize the Teacher Centers for exhibits of famous women and their accomplishments in education, politics, science and history.
7. Establish an audio-visual library of materials which focuses upon equality of opportunity and screen those already maintained at the Dallas Independent School District to weed out/refine those that are discriminatory.
8. Disseminate through the Teacher Centers the microfiche and printed resource materials that are available from the national ERIC Clearinghouse and the Texas Information Service (T.I.S.).
9. Establish a Career Education program thrust at a designated Teacher Center, creating an awareness to equality of opportunity in the business world.
10. In cooperation with area colleges/universities, conduct sessions for student teachers and supervising teachers which will increase the level of awareness to equality of opportunities in education.

Reprinted from the packet of the Feminist Press
"Conference on In-Service Education and Women's
Studies: Re-educating a Generation of Teachers," Nov. 1974

MINNEAPOLIS PUBLIC SCHOOLS

Adapted from "Final Report," prepared by the Minneapolis Public Schools Task Force on Sexism, 1974.

STAFF DEVELOPMENT

Goals

Elimination of sex bias in the Minneapolis Public Schools can be approached through in-service programs for all staff (teachers, aides, volunteers, counselors, student teachers, interns, administrators, clerks and engineers). It is the goal of the Task Force that within the school year 1974-75 each staff member have an opportunity to participate in an in-service program on the subject of sex-role stereotyping.

"In-service" is defined in terms of a wide range of programs and services that include:

a) initiating meetings, workshops, seminars, conferences
b) disseminating information through newsletter, TV, radio, speakers' bureau, video tapes, tape recordings, films
c) reproducing materials, commercially-made and teacher-made, as well as bulletins, brochures, bibliographies
d) sponsoring participation in local, regional and national conferences and in courses in public and private institutions
e) facilitating that which our colleagues view as a need

Objective 21: In-Service Programs on Sexism

To organize a cadre of feminists who would assume leadership in providing in-service programs on sexism.

Action Recommended: Each school principal will be contacted in the fall to request a representative for this cadre.

Responsibility for Implementation: Women's Education Department.

Action Recommended: Staff of the Women's Education Department would convene the cadre representatives, possibly by areas, to determine first the individual needs, interests and expertise of the members of the cadre. Further, an informal needs assessment of a particular school should be the responsibility of each representative. The Women's Education Department will work with resource people and cadre representatives to implement the in-service programs that have been designated by needs assessment as first priority.

Responsibility for Implementation: Women's Education Department and Feminist Cadre.

Objective 22: Supplementary Sexism Components

To incorporate a sexism component in as many staff development and in-service programs as feasible.

Action Recommended: All persons with responsibility for in-service and staff development programs should be requested to devote a portion of those programs to address the subject of sex bias and sex-role stereotyping. A letter with this request should be sent early in the 1974-75 school year.

Responsiblity for Implementation: Women's Education Department.

Objective 23: Guidelines for In-Service Programs on Sexism

To provide some guidance for funding and staffing in-service programs.

Action Recommended: That the Women's Education Department should consider the following recommendations when setting priorities for the coming year's staff development activities on sexism.

1. The Director of the Women's Education Department should be added to the list of persons who now have access to the Minneapolis staff development budgets.
2. The staff development/in-service programs requested should be funded out of current budgets allocated for staff development.
3. An amount equal to one day's released time for each teacher should be allocated to the Women's Education Department for in-service programs on sexism.
4. The requests for monies needed for in-service programs should be submitted to the Director of the Women's Education Department.
5. Resource people should be selected not only on the basis of their recognized talents and expertise, but also on their ability to relate to and identify with the classroom teacher. Programs, whether professional growth or relased time, should be planned only with participation of teachers.
6. The Minneapolis Schools' rate of pay for leading and attending workshops and for curriculum development should be applicable equally to all participants. Classroom teachers leading workshops should not be paid less than outside consultants/experts.

Responsibility for implementation: Women's Education Department.

COUNSELING AND GUIDANCE

Goals

Counselors fill an important role in the Minneapolis Public Schools, particularly in the areas of educational guidance, career education, testing and personal counseling. Many counselors are not fully aware of the extent to which sexism affects their work in these areas. The focus of these recommendations is on providing education, self-awareness and reflective opportunity about sexism for all Minneapolis counselors. In addition, a priority was placed on providing nonsexist guidance materials and tests.

Objective 4: Counselor Training and Education

To inform counselors of the purpose and work of this committee and prepare them for more in-depth study of sexism.

Action Completed: Counselors were informed through a city-wide mailing of the existence of the Task Force and the committee for counseling and guidance. A poster focusing on job discrimination based on sex was also included.

Action Completed: An "Attitude Toward Women" survey was distributed to the counselors by the committee. The purpose of the survey was to promote discussion among counselors about sex-role stereotyping and provide generalized information on counselor attitudes. The instructor for the fall counselor in-service session will use this information as a part of that program.

Action Completed: Tuesday released time was used by this committee to begin dialogue on sexism with West and North area counselors, on May 14 and 21 respectively. The agenda included:

a) introduction to the Task Force on Sexism and the committee for counseling and guidance

b) filmstrip/record titled "Cinderella Is Dead"
c) question and answer session
d) handouts: "Facts on Women Workers"; "Sexism and Racism: One Battle to Fight"; "Definitions of Feminist Terms"; and "Alternatives to Sexist Language"

A mailing explaining the meetings along with copies of the handouts were sent to the counselors unable to attend.

Objective 5: Counselor Training and Education

To begin a more in-depth exploration of sexism as it pertains to counseling guidance through a one-half day workshop.

Action Completed: The Department of Guidance and Assessment has committed itself to a one-half day workshop for all Minneapolis counselors in the fall of 1974. Resource personnel will be employed by the Department to organize and lead the workshop in consultation with the Director of the Women's Education Department. General areas which could be covered include:

a) education on the nature and extent of both personal and institutionalized sexism
b) education on sexism in education
c) nonsexist career education for both girls and boys
d) current information on women in the work force
e) resources and nonsexist guidance materials
f) sex-discrimination referral resources
g) examination of current programming practices
h) discussion of current sex-role stereotyping and value clarification of counselor attitudes toward sex roles

Reprinted from Women Studies for Teachers and Administrators: A Packet of Inservice Education Materials (Old Westbury, N.Y.: The Feminist Press, 1976)

SEATTLE PUBLIC SCHOOLS

Adapted from "Professional Study Program: 1974-1975," inservice course descriptions for the Seattle Public Schools.

SEX STEREOTYPING

Social History of the American Woman

This college course explores the history of American women as a social group and the kinds of lives American women have led since the Seventeenth Century. Special attention will be given to changing patterns, evolution of family life and child rearing, and changes in work and education. Although an examination of feminism and "great women" is offered, emphasis is on an analysis of women as a caste and class in America's history. There are few traditional textbooks. Participants read books and articles and look into diaries and journals of the period. Students are encouraged to do primary research and write their family histories. Material useful for classroom teaching will be emphasized.

Fall/Margaret Hughes/T/4-6:30 pm/Sept. 24-Dec. 10.
Open to all staff members for three extension credits.

Sex Stereotyping: The Elementary School

This new course will focus on the elimination of sex stereotyping in the elementary school. Teachers will have an opportunity to review for sexism the books they are using, and then plan activities and prepare related materials to overcome the sexism in existing books. Teachers will review library books, films and records and become familiar with current nonsexist resources and with materials pertaining to the contributions of women through history and in American life. Attention will be given to discussions and projects which elementary school students can be involved in at school or at home so that they can become more aware of sex stereotyping.

Fall/Staff/T/4-6 pm/Oct. 1-Nov. 5. Winter/Staff/Th/4-6 pm/Jan. 23-Feb. 27.
Open to all staff members for one professional credit.

Sex Stereotyping in Schools and Society

This is a repetition of an introductory course about sex stereotyping, the tendency to see young people as girls or boys rather than individuals. The course is designed to help teachers become more aware of sex stereotyping in and out of school, and to suggest ways that such stereotyping can be eliminated in the school situation. Sessions will concentrate on sex-role socialization in the family, in the media and in school—curriculum, courses and teaching/learning materials. Women in history will be considered. Nonsexist books and materials on women's studies prepared in various parts of the United States will be available as resources.

Fall/Staff/Th/4-6 pm/Oct. 3-Nov. 7. Winter/Staff/T/4-6 pm/Jan. 21-Feb. 25. Spring/Staff/M/4-6 pm/Apr. 7-May 12.
Open to all staff members for one professional credit.

Women in American History

This new course will be an exploration of the history of American women as a social group. Participants will examine feminism and "great women," and will explore women's roles in society;

women's contributions to society, and the commonalities and differences among women due to class and ethnic background. The instructors will especially emphasize information and materials available for junior high and senior high school courses. Participants will be asked to develop a lesson or mini-unit related to women in American history for use with their students.

Fall/Mary Rothschild/M/7-9 pm/Oct. 7-Nov. 18. Winter/Staff/T/4-6 pm/Jan. 21-Feb. 25.
Open to all staff members for one professional credit.

Women and the Law

This new course explores the conceptualization of women by the legal system as well as the past and current legal position of women in this society. Among areas analyzed are employment discrimination and the current remedies to counteract it, education and the new legislation in this area, status discrimination (e.g., credit, insurance, tax, domicile), and physical "discrimination" (e.g., abortion, rape, prostitution).

Fall/Julie Herak/M/4-6 pm/Oct. 7-Nov. 18.
Open to all staff members for one professional credit.

Women in Literature

This new course will explore literature by and about women. We will consider past and modern works by English and American novelists and poets, with particular emphasis on their treatment of feminine characters and themes. Applications to language arts courses at the junior and senior high school levels will be discussed. Participants will be asked to develop a lesson or mini-unit related to women in literature for use with their students.

Fall/Staff/Th/4-6 pm/Oct. 3-Nov. 7. Spring/Staff/T/4-6 pm/Apr. 1-May 6.
Open to all staff members for one professional credit.

Eliminating Sex Stereotyping

This new course will point out sex stereotyping in a variety of school programs, particularly in junior high, middle and high schools. Attention will be given to sexism in sports and gym facilities and programs; and in courses and materials pertaining to health, sexuality, the family and child guidance. Emphasis will be placed on developing methods for eliminating sex stereotyping in these programs.

Winter/Staff/M/7-9 pm/Jan. 20-March 3.
Open to all staff members for one professional credit.

Women and Work

This new course will be concerned with women and the world of work. It will include a historical summary of women working outside the home, a summary of past and current statistics pertaining to working women, a consideration of the discrimination that women face, and an examination of laws and affirmative action programs designed to counteract such discrimination. Career awareness materials and programs will be reviewed for sexism as will career counseling procedures and vocational courses and programs.

Spring/Staff/T/7-9 pm/Apr. 8-May 13.
Open to all staff members for one professional credit.

H 4-19

Reprinted from Women Studies for Teachers and Administrators: A Packet of Inservice Education Materials (Old Westbury, N.Y.: The Feminist Press, 1976)

Betty Levy
American Studies and
The Feminist Press

State University of New York
College at Old Westbury
Fall 1974

SEX STEREOTYPING IN THE SCHOOLS

Readings: Nancy Frazier and Myra Sadker. *Sexism in School and Society.* New York: Harper & Row, 1973.

Judith Stacey, Susan Bereaud and Joan Daniels, eds. *And Jill Came Tumbling After: Sexism in American Education.* New York: Dell, 1974.

Laurie Olsen Johnson, ed. *Nonsexist Curricular Materials for Elementary Schools.* Old Westbury: The Feminist Press, 1973.

Carol Ahlum and Jacqueline M. Fralley, eds. *Feminist Resources for Schools and Colleges.* Old Westbury: The Feminist Press, 1973.

Ann Arbor National Organization for Women, Committee to Eliminate Sex Discrimination in the Public Schools and the Discrimination in Education Committee. "An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools," March, 1972.

Goals:
—To increase awareness of how schools reinforce sex-role stereotypes and of the implications of this stereotyping for girls and boys, grades K-12.
—To develop ways to evaluate existing sexist practices and curricula in schools.
—To develop, teach and evaluate one lesson designed to heighten, challenge and change your students' understanding of sex roles. (Lessons are to be developed with at least one other person.)
—To develop one follow-up lesson, based on the results of the first.
—To plan strategies for changing sexist practices in your school and/or school district.

Session 1: **Course Introduction.**

Why a course on sex-role stereotyping? What are sex-role stereotypes? List. How "real" are they? How "desirable" are the masculine ones? the feminine ones? Formation of Small Groups: Discussion of sample classroom anecdotes describing behaviors of boys and girls.

Session 2: **Sex-Role Socialization.**

For Large Group: Read in Stacey, articles by Horner (43-63), Hartley (185-198), Baruch (199-211); in Frazier & Sadker, Ch. 4. Read "X: A Fabulous Child's Story," by Lois Gould, reprinted from *Ms.* Magazine, December, 1972.
For Small Groups: Observe the boys and girls in your class. List specific ways the boys indicate "sex-role pressures" which Hartley describes. List specific ways the girls indicate the "sex-role attitudes" which Horner and Baruch describe. Fantasize how these behaviors would be different if all your students were like "X."

Session 3: **Sex-Role Socialization.**

For Large Group: Read in Stacey, articles by Pitcher (79-90), Bergman (110-115), *Ms.* Magazine (123-125); in *Materials,* by Howe (25-32).
For Small Groups: Watch a TV program which is a favorite of your students. Observe and record the role of men and women, boys and girls. Notice tasks and jobs of each, examples of incompetence and put-downs. Discuss the program with your students and report back on (a) your observations of the program and (b) students' reactions.

Session 4: **Schools: Textbooks/Slide Show.**

For Large Group: Read in Stacey, Women on Words and Images (159-177), Federbush (178-184), Trecker (249-268).
For Small Groups: Read in *Materials* packet, section "For the Classroom." Design and teach a lesson to your small group. Evaluate and plan ways to redesign for actual teaching for your students.

Session 5: **Teacher Socialization and Behavior.**

For Large Groups: Read in Stacey, articles by Sexton (138-141), Levy (142-146), Sears and Feldman (147-158), Reich (337-343).
For Small Groups: a) Read in *Materials* packet, p. 6. Be prepared to report back on your own self-observations of your behavior with your students. b) Presentation and evaluation of lessons (continued).

Session 6: **Elementary Schools.**

For Large Group: Read in Sadker & Frazier, Ch. 5; in Stacey, Joffee (91-109).
For Small Groups: Skim *Feminist Resources* guide; *Materials* checklists, pp. 7-9, 21, 24. Bring in a copy of a textbook you are using in your classroom. Evaluate it for sex-typed content. Plan specific ways to supplement it or to help students evaluate it for sex stereotyping.

Session 7: **High Schools.**

For Large Group: Read in Sadker & Frazier, Ch. 6; in Stacey, articles by Bull (213-223), Rothstein (224-235), Tiedt (236-240), Di Rivera (394-398), Alpert (269-271).
For Small Groups: At your school, talk with (a) the guidance counselors about policies and attitudes towards career counselling and (b) the administrators about school policies toward programming and tracking (Are there different courses and extra-curricular activities for girls and boys?). Fill out "Evaluating Sexism in Your School" (handout) and be prepared to share and discuss this information with your small group.

Session 8: **Strategies for Change.**

For Large Group: Read Sadker & Frazier, Ch. 8; Ann Arbor Proposal.
For Small Groups: What aspects of the Ann Arbor proposal could be adopted by your school district? What specifically could you do in your school and in your district to work to change sex stereotypes and sex discrimination?

Sessions 9, 10: **Saturday Workshop.**

A.M.: Small Groups: Report on the lesson you did, evaluate and present your plans for a follow-up lesson.
P.M.: Discuss options and procedures for implementing school-wide and district-wide changes.

Reprinted from Women Studies for Teachers and Administrators: A Packet of Inservice Education Materials (Old Westbury, N.Y.: The Feminist Press, 1976)

Deirdre O'Neill
Women Studies

University of Washington
Proposed Spring 1975

NONSEXIST EDUCATION: STRATEGIES AND CHANGE

Goals: This course was developed as a result of discussions at a conference on "Re-educating a Generation of Teachers" sponsored by the Feminist Press in November 1974. In reassessing the movement for feminist education within schools, it became apparent that women need to examine past strategies in order to change schools. There has been a national wave of examining and documenting sexist practices, of recognizing sexist education by school systems and of initiating inservice courses about women, but efforts appear to stop there. This course is a response to the need to find new directions for people working to change sexist education—to initiate the next steps.

Goals for the course include:
—Providing a structure in which teachers can develop strategies for implementing nonsexist education within school systems.
—Providing a structure in which teachers and students can develop innovative and humane teaching methods and nonsexist curriculum.
—Fostering the development of women cooperating with women to achieve political change.
—Providing support and information for students who are struggling for change within school systems.
—Defining the relationship between education and feminism, including the impact of each on the other.

The style or atmosphere of this course will be one where we will all speak of our own experiences, share our mistakes and establish both practical and visionary suggestions for the future.

Session 1: Definitions.

Who are we; what are our goals?
Who are we up against; who are our allies?
What is women's studies; feminist studies?
Are radical perspectives compatible with our institutions?

Discussion of these topics will be facilitated by organizing the class into small groups. Pursuit of the questions should provide a framework for initiating friendship and solidarity, as well as an introduction to differing experiences and strategies. Groups will work together throughout the quarter discussing and formulating strategies for change.

Readings: Ginny Foster, "Women as Liberators," *Female Studies VI. Closer to the Ground: Women's Classes, Criticism, Programs—1972,* Nancy Hoffman, Cynthia Secor, Adrian Tinsley, eds. (Old Westbury: The Feminist Press, 1972), pp. 6-35.

Session 2: Local Action.

What's happening in Seattle, Lake Washington and Highline? In smaller districts?

Speaker from State Superintendent's Task Force on Women and Girls in Education will analyze the state's role.

After information sessions, students will meet in small strategy groups to analyze and evaluate existing efforts to end sex bias locally.

Readings: Deirdre O'Neill, "Seattle Schools Clean House," *Women's Studies Newsletter* (Summer 1974).

Washington State Superintendent of Public Instruction's Task Force on Women and Girls in Education. *Sex-Discrimination in the Schools? Report and Recommendations on the Establishment of Policies and Programs to Eliminate Sex Discrimination in the Public Schools of Washington.* 1974.

Women Metro Coaches Association. *Complaint Against Seattle Public Schools.* 1971.

Session 3: Models Around the Country—Up Against Common Frustration.

Kalamazoo, Michigan. Study of an H.E.W. complaint.
Pennsylvania. A year ahead of Washington. What can we learn?
Dallas, Texas. Mandatory inservice?
The Group School, Cambridge, Massachusetts. A new program for working class women.

Again strategy groups will analyze information to assess positive and negative strategies. Groups will begin to explore possibilities for next steps.

Readings: Carol Ahlum, "Kalamazoo: A Model for Change," *Women's Studies Newsletter* (Winter 1974).

Joint Task Force on Sexism in Education, Pennsylvania Department of Education, *Sexism in Education.* 1973.

The Group School. "Women's Curriculum Proposal." Unpublished. Cambridge, Mass., 1974.

Session 4: Strategies on Different Levels—Personal Change.

Assertiveness training. Developing a political voice—exercises in communication, cooperation and decision making.
Constructive self-criticism.
Redefining relationships, alliances, work relationships and collectives.
Can you avoid co-option in professionalism?
Assuming leadership and delegating responsibility.

A panel of women educators will share their experiences being aspiring women and their particular life-style models. The panel will include one or two people who chose to leave the system and work outside it.

Readings: "Working Together: The Women's Studies Program at Portland State University," *Female Studies VI; Closer to the Ground: Women's Classes, Criticism, Programs—1972,* Nancy Hoffman, Cynthia Secor, Adrian Tinsley, eds. (Old Westbury: The Feminist Press, 1972), pp. 164-228.

Jo Freeman, "The Tyranny of Structurelessness," *Ms.* (July 1973).

Jacqueline Clement, "Where Are the Women Superintendents?" *Women's Studies Newsletter* (Winter 1974).

Florence Howe, "Sexism and the Aspirations of Women," *Phi Delta Kappan* (October 1973).

Mary S. Calderone, "New Roles for Women," *School Review* (February 1972).

Barbara Heyns, "Down the Up Staircase: Sex Roles, Professionalization, and the Status of Teachers," *Sex Differences and Discrimination in Education,* Scarvia B. Anderson, ed. (Worthington, Ohio: Charles A. Jones Publishing Company, 1972), pp. 54-59.

David Reisman, "Some Dilemmas of Women's Education," *Sex Differences and Discrimination in Education,* pp. 62-73.

Session 5: **Strategies on Different Levels—Changes in the Classroom.**

The teacher as model; analyzing your own power.
Nonsexist materials.
Developing nonsexist curriculum.

Students will work in small groups of three to four people defining nonsexist curriculum (e.g., does it include issues beyond sexism—racism, classism, ageism?). Each group will cooperatively develop a unit, small book or media presentation for use in the classroom. Groups will present their definition of nonsexist curriculum, illustrated by the unit or project.

Session 6: **Alternative Styles of Teaching.**

Lecturing vs. learning, small groups, simulations, role play, student experiences, values clarification, use of language, discipline, becoming friends, breaking through male-oriented structure, grading and evaluation.

Students will be introduced to various approaches to teaching in a more humane classroom where children are not oppressed by hierarchical power structures.

Readings:

Shulamith Firestone. *The Dialectic of Sex: The Case for Feminist Revolution.* (New York: William Morrow, 1970), pp. 81-118 ("Down with Childhood").

Carol Ahlum and Jacqueline M. Fralley, eds. *Feminist Resources for Schools and Colleges.* Old Westbury: The Feminist Press, 1973.

"Confessions of an Erstwhile Child," *The New Republic* (June 15, 1974).

Richard Farson, "Birthright: A Children's Bill of Rights," *Ms.* (March 1974).

Committee To End Sex Stereotyping in Seattle Public Schools, *Criteria for Selecting Non-Sexist Texts.* 1974.

Carol Ahlum and Jacqueline M. Fralley, eds. *High School Feminist Studies.* Old Westbury: The Feminist Press, forthcoming.

Laurie Olsen Johnson, ed. *Nonsexist Curricular Materials for Elementary Schools.* Old Westbury: The Feminist Press, 1973.

Caroline Pratt. *I Learn from Children: An Adventure in Progressive Education.* New York: Simon and Schuster, 1948.

Session 7: **Strategies on Different Levels—Moving the System.**

Affirmative Action—its status and how to get it. What do current civil rights laws say about women in employment? Steps to take if you are discriminated against. Should your district have an affirmative action plan?

Title IX—how to use it. Physical education as a viable place to begin. Filing a suit.

Textbooks—what publishers are doing, what schools are doing, what teachers can do, what parents can do, what schools should be doing.

Practical planning for inservice education—how to begin, what to include, available funding.

Readings:

Robert L. Minter, "Human Rights Laws and Pre-Employment Inquiries," *Personnel Journal* (June 1972).

U.S., Congress, House, "WEAL-Abzug Analysis of Title IX Sex Discrimination Regulations," *Congressional Record,* 93d Cong., 2d sess., 18 July 1974, 120, pp. E4863-4869.

Association of American Colleges Project on the Status and Education of Women. *Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions.* 1973.

Washington State Superintendent of Public Instruction's Task Force on Women and Girls in Education. *What Are Your Rights?* 1974.

"Any Change in Sexist Texts?" *Women's Studies Newsletter* (Summer 1974).

Houghton-Mifflin, *Recommendations for Eliminating Sex Discrimination in the Houghton-Mifflin Reading Program.* 1973.

Merle Froschl, Florence Howe and Sharon Kaylen. *Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials.* Old Westbury: The Feminist Press, 1975.

Session 8: **Organizing and Moving.**

Community action, teachers' unions.
Developing vision and long range plans.
Organizing teachers, parents, administrators and community groups.

Strategy groups will present programs for change in school systems to the whole class. Comments and criticism will follow, bringing the class to a more cooperative goal.

Readings: Ann Arbor National Organization for Women, Committee to Eliminate Sex Discrimination in the Public Schools and The Discrimination in Education Committee. *An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools.* March 1972.

David Cohen and Marvin Lazerson, "Education and the Corporate Order," A Warner Modular Publication Reprint, #355, 1973.

Barbara Grizzuti Harrison. *Unlearning the Lie: Sexism in Schools.* New York: Liveright, 1973.

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The following is an example of an exercise for inservice training in teacher behavior. It is from *Sexism: A Handbook for Teacher Intervention or Calling Off the Game*, by Victoria Grizzard and Joanne Dodge, Confluent Education Development and Research Center (CEDARC), P.O. Box 30128, Santa Barbara CA 93105.

HOW DO I PERPETUATE SEX ROLE STEREOTYPES???

CIRCLE ONE:

T F 1. Boys present more discipline problems than girls.

T F 2. Girls are more interested in reading than boys.

T F 3. A history of low achievement by two students in the same family is a good indicator that the third student of that family will be a low achiever.

T F 4. Boys are more apt to be high achievers in mathematics than girls.

T F 5. Girls should not be competitive with boys because boys dislike girls who win the competition.

T F 6. Boys need more encouragement than girls to achieve high academic success.

T F 7. Girls usually hide high academic achievement because of the fear that boys will resent this accomplishment.

T F 8. Boys are more attentive to detail in listening to and carrying out directions than girls.

T F 9. Girls do not achieve in science and mathematics at the same high level as boys.

T F 10. It is more important for boys to achieve grades high enough to enter college than it is for girls.

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The preceding statements, whether indicated as true or false, reveal some of our expectancies concerning learners and sex role differences. Examining if such expectations are based on fact, observations or hearsay can be one aspect of testing their validity. Of more critical concern, however, is the way in which we behave in relation our expectations.

Frequently, without our awareness, such expectancies serve as the bases for self-fulfilling prophecies. As we believe, so we behave and the expected outcome is in keeping with our original belief.

For example, item one states that boys present more discipline problems than girls. Let us assume that you believe this to be true. The following scripts describe actions in connection with that belief which creates self-fulfilling prophecies.

SCRIPT ONE

Mrs. Jones, a first grade teacher, is talking with the father of Billy who is one of her students.

> "Billy is always in trouble. He doesn't pay attention half of the time, his writing is sloppy, and he constantly annoys the girls when they are working. I'm always correcting him. In all fairness though I should say he is no worse than the other boys in this class. They're always harder to manage than girls. I tell them every day they should pay more attention and they might be as good as the girls. They never will because you know how boys will be boys."

A self-fulfilling prophecy with negative outcomes to be sure! When analyzed at the conscious level the following beliefs and behaviors become evident.

1. Billy is a discipline problem.
2. I correct Billy constantly.
3. I correct all boys constantly.
4. All boys are discipline problems.
5. Girls are not discipline problems.
6. Boys should be good--like girls.
7. Boys will never be as good as girls.
8. Boys will always be discipline problems.

Mrs. Jones prophecy is reinforced by her own behavior. As she believes, so she behaves, and Billy responds accordingly.

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SCRIPT TWO

Ms. Smith is Billy's second grade teacher. She is talking with Billy's father.

> "Early in the year I had some concerns about Billy's behavior but it seems to be coming along nicely. Billy spent a lot of his energy in tuning me out and distracting the girls. I chose to ignore that and concentrated on praising him for those things he did well. I've encouraged him to write stories about his favorite hobbies. He enjoys that and both his writing and spelling have improved. He seemed to need help in channelling his energy so I've also assigned him specific jobs which he always completes to the best of his ability. Almost all young children have energy that they need help in targeting and sometimes boys need a little more assistance than girls. I see Billy learning to do that for himself, now, and he's making fine progress. I expect him to continue to improve."

A self-fulfilling prophecy can have desirable outcomes which work in everyone's favor as in this case.

1. Billy seemed to be a discipline problem but rather than call attention to it, positive alternatives were offered.
2. Billy had special interests that could be appealed to in strengthening his work skills.
3. Billy had unchannelled energy that could be diverted into positive tasks.
4. All children have energy that sometimes needs channelling in useful directions.
5. Sometimes boys need more help than girls in targeting energies in the classroom and positive alternatives must be sought.
6. Billy could progess if achievement was rewarded, and positive improvement could be expected in the future.

Ms. Smith's self-fulfilling prophecy is reinforced by her positive belief that boys, though sometimes needing more help than girls in channelling energy, will achieve success when positive behaviors are recognized and rewarded. Billy responded accordingly.

Review the ten statements to which you have reacted. Select two around which you create or relate two scripts concerning self-fulfilling prophecies. The process includes five basic elements.

1. A person expects that another individual will perform in a certain way.

B

2. The person treats the individual on the basis of that expectation.
3. The individual, treated in a consistent manner may learn to behave as expected.
4. The person prophecying succeeds in reinforcing his own expectations.
5. Outcomes may be positive or negative, depending upon the individual's behavior in relation to the belief or expectation.

WORKSHOP 5: RESOURCES FOR DEVELOPING CURRICULUM ABOUT SEX ROLE AWARENESS AND WOMEN STUDIES

Time: 2 1/2 - 3 hours (can be extended further)

Trainers' pages are numbered T 5-1 to T 5-12; handout materials are numbered H 5-1 to H 5-52.

Purpose: To enable participants to become more aware of curriculum materials, activities, units, and courses on sex role awareness and women studies.

Materials/equipment needed:

1. Sufficient copies of handouts (one for each participant):

   "Consciousness Raising with Whatever Materials You Have On Hand"

   "Resource Materials for Developing Curriculum About Sex Role Awareness and Women Studies"

   "Suggestions for Using...." one or more curriculum activities

   "Feminist Studies," by Carol Ahlum and Jackie Fralley

   "Two Strikes Against: Sex and Race," by Joanna Miller

2. Film, projector, screen (if you are showing a film)

   Books for display; category signs; large tables

   Posters; quote signs on large pieces of chart paper; masking tape; bulletin boards; thumbtacks. See pp. T 5-8ff for suggested quotes.

Room arrangement: Moveable chairs in semicircular arrangement for presentations and discussion; set up display tables against the walls of the room.

Advance preparation:

1. Prepare "show and tell" talks for consciousness raising activities and resource materials.

2. Gather as many resource materials as possible. (Some book publishers will provide display copies upon request. In addition, a local bookstore, women's center, and/or men's center might be able to help by lending display copies or by setting up the display.)

   Put up signs denoting the various display tables by categories (see "Resources" list).

   Put up posters, quotes, newspaper articles, etc. to illustrate the range of available published and "found" materials.

Keep a list of the materials on display so you can be sure they are returned.

3. Thread film (if you are using one); check focus, screen position, volume, etc.

4. Put piles of "Feminist Studies" and "Two Strikes Against: Sex and Race" on the "Handouts Table."

WORKSHOP 5: OVERVIEW:*

I. Presentation of "Consciousness Raising with Whatever Materials You Have On Hand"	15-20 minutes
II. Presentation of "Resource Materials for Developing Curriculum on Sex Role Awareness and Women Studies"; "book talks" on selected materials	20-30 minutes
"Browsing Break"	20 minutes
III. Presentation of curriculum activities (one or more, depending upon time available)	60-90 minutes

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*Begin the workshop with introductions of trainers and participants if people have not met before.

SUGGESTED INTRODUCTION TO THE WORKSHOP

"This workshop is designed to show you a wide range of ideas and resource materials which we hope will be helpful for developing nonsexist curriculum in your schools. Before we look at the materials, I'd like to point out four aspects of developing nonsexist curriculum:

"The first aspect involves removing stereotyping from the materials and curricula currently in use. This means screening materials and courses, as we have discussed in Workshop 3, eliminating materials when necessary, and developing corrective materials and activities when it is not possible to discontinue the use of materials which have been identified as sexist.

"The second aspect involves examining courses which have been traditionally female (such as sewing) or traditionally male (such as auto mechanics) and making whatever changes are necessary so that the course acknowledges the presence of, and meets the needs of, both boys and girls.

"The third aspect involves introducing special materials, activities, units, and courses on sex role awareness; enabling girls and boys to become more aware of socialization processes, their own values, changing sex roles in the modern world, and possible future options.

"The fourth aspect involves introducing special materials, activities, units, and courses on women studies; to inform girls and boys about the contributions and accomplishments of women of the past and present in all areas of human endeavor--history, literature, the arts, sports, politics, etc., and to compensate for the omission of women from most curricula."

I. PRESENTATION OF THE HANDOUT, "CONSCIOUSNESS RAISING WITH WHATEVER MATERIALS YOU HAVE ON HAND" (15 - 20 minutes)

Suggested introduction:

"This handout suggests activities that can be used in a variety of classes and settings. The activities do not need any special books, audio-visual materials, etc., or any special expenditure of funds, but call upon teachers' and students' imaginations, as well as upon school and community resources."

Give participants time to look through the list (about 5-10 minutes). Then focus discussion on some of the activities (for example, #'s, 1, 3, 10, 15, 16, and 30). Ask participants which activities they think would be workable in their schools.

Ask participants if they have used, or know of, similar activities which they can share with the group. Participants can report their activities in writing; and all the activities can be typed out and reproduced for distribution to all participants sometime later in the workshop sessions (or mailed out after the workshop).

II. PRESENTATION OF HANDOUT, "RESOURCE MATERIALS FOR DEVELOPING CURRICULUM ABOUT SEX ROLE AWARENESS AND WOMEN STUDIES"

1. Briefly review the entire resource list with participants, explaining the various sections.

   Suggested introduction:

   "The resource list is a basic compilation of resources that you can use for curriculum development in your schools.

   "As we go through this list, you will notice that a great many of the resources deal with women. There are two reasons for this:

   "One reason is that the regular school curriculum typically omits or only sketchily deals with women in history, literature, art, science, politics, etc., so the resource list informs you about curriculum designs as well as books and audio-visual materials about women that can supplement the usual classroom texts. Some of the resources are excellent for a Women Studies course at the high school level.

   "Another reason that there are more resources about women is that, during the last 10 years, many women have been involved in the effort to depart from traditional sex roles and to recover women's lost history. This effort has produced an explosion of books, films, and other materials. In contrast, men questioning their traditional sex role is a newer phenomenon, and there are fewer books, films, etc. on that subject."

   In the "General" section, the "Elementary" section, and the section called "Planning for Free Lives," point out materials which explore the liberation of men from their traditional sex role.

2. Present more detailed "book talks" about 10-12 books or other resources chosen from among all sections of the Resource List. If you have been able to display many resources (20-30) on several tables according to the categories of the Resource List, move from table to table to present the "book talks". In each talk, tell about the resource and explain how it can be used in developing curriculum about sex role awareness and/or women studies. Be sure that some of the "book talks" are about materials concerned with the changing male role.

3. After the "book talks", have a break and encourage participants to browse through materials on display. (20-30 minutes)

   (Some people are very enthusiastic about the materials and often take them back to their seats for a thorough look. They inadvertently forget that they have the materials and sometimes leave the workshop with them. To make sure that everything is returned for use the next time this workshop is presented, have a checklist of items you have brought and check the items against the list at the end of the break. Ask participants to return any items that may be missing.)

III. PRESENTATION OF ONE OR MORE CURRICULUM ACTIVITIES USING NEWLY-DEVELOPED MATERIALS ON SEX ROLE AWARENESS AND/OR WOMEN STUDIES

Suggested introduction:

> "We have just heard about and seen some of the excellent resources that are available to help end sex discrimination in school programs. To get a better sense of the possibilities for developing nonsexist curriculum and guidance programs, let's go through one (or more) of the activities that have been developed, and then discuss how it can be incorporated into the school program."

There are several options for this part of the workshop:

(1) history film, "The Emerging Woman"

(2) film on sex role awareness, "Men's Lives"*

(3) short story on sex role socialization, "X: A Fabulous Child's Story"

(4) poems from Asian-American Women: A Unit for the Intermediary Grades

(5) history activity, "The Growth of Labor Unions in America: Lowell, Massachusetts, A Case Study"

Additional options are discussed on pages T 5-6 and T 5-7:

(6) film, "Changing Images: Confronting Career Stereotypes"

(7) film, "Woman Emerging: Comparing Cultural Expectations"

(8) awareness game about life options facing a young woman, "Whatever Happened to Debbie Kraft?"

The "How to Use..." and activity pages in the handout section are for:

1. trainers' use during the workshop; and
2. duplication for participants for subsequent use with students and other school staff.

Recommended procedure:

1. Go through one of the activity options with participants, but don't distribute the "Suggestions for Using..." sheet until the activity is completed. This procedure will allow participants to experience the activity first from the student's viewpoint, and then from the teacher's viewpoint.

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*Highly recommended if most of the participants are men, e.g., a group of administrators.

CURRICULUM ACTIVITIES (cont.)

2. At the end of the activity, distribute the "Suggestions for Using..." and ask the following questions:
    a. Do you think this is a good film (short story/activity/etc.) to use with students? Why or why not?
    b. What questions might students raise after seeing this film (hearing this story/doing this activity)? How might you or others respond to the questions raised by students?
3. If there is sufficient time, go through another of the activity options, following the same procedure outlined above.
4. Participants will welcome receiving handouts for the activities that you do not have time to go through thoroughly---in which case you should staple the "Suggestions for Using..." cover sheet to the printed pages of the activity before distributing. Give participants a brief description of each activity when you distribute the handouts.

NOTE 1: There are two additional films, either or both of which can be used in this part of the workshop in place of any of the options mentioned above. Both films show the development of a curriculum experience about sex-role awareness with multi-cultural groups of students over a period of many weeks. In so doing, the films can help school staff realize how classroom activities can be designed and implemented to eliminate sex discrimination in the curriculum.

The films were developed by the Stanford Center for Research and Development in Teaching, and the Far West Laboratory for Educational Research and Development. Both films are available from Extension Media Center, University of California, Berkeley, California 94720.

At the elementary school level: "Changing Images: Confronting Career Stereotypes" (16 minutes, black and white, sale $130; rental $14) Shows how a skillful and sensitive teacher leads her culturally diverse class of third and fourth graders through a 5-week project designed to identify, challenge, and begin to change the stereotyped beliefs held by boys and girls. Demonstrates that children are aware of evidence contradicting sex and work stereotypes, that they resist change, but that they begin to alter their stereotyped ideas. Includes sequences in which children discuss and argue about their sex role beliefs regarding football players, nurses, racing-car drivers, and secretaries, as well as such family activities as cooking, cleaning, and nurturing children.

At the high school level: "Women Emerging: Comparing Cultural Expectations" (27 minutes, black and white, sale $215; rental $18) Presents four days in a multi-cultural women's class, each day separated by intervals of approximately five weeks, from one semester in 1974. Episodes illustrate some of the key issues addressed by the class, including the social and employment discrimination endured by women; the differences and similarities in the experiences of women of various cultures; the choices, both practical and philosophical, that young women confront as they think about their futures; and the problems and stereotypes involved in their communication with men. Interactions expose many of the feelings

CURRICULUM ACTIVITIES (cont.)

and perceptions of girls becoming women, as well as the difficulties involved in bridging cultural barriers.

NOTE 2: Feminists Northwest is reluctant to require one of our own workshop resources for this workshop, but we are suggesting "Whatever Happened to Debbie Kraft?" as an option since it is one of the few guidance materials we know of that generates a 30-60 minute activity about women's life options. You can decide whether you want to include "Debbie Kraft" in the workshop, and if so, whether as an activity or as a handout.

T 5-8

SUGGESTED QUOTATIONS FOR RESOURCE DISPLAY

"A woman's highest duty is so often to suffer and be still."
— Mrs. Sarah Stickney Ellis (1845)

"The man over there says women need to be helped into carriages and lifted over ditches and to have the best place everywhere. Nobody ever helps me into carriages or over puddles or gives me the best place... and ain't I a woman? Look at my arm! I have plowed and planted and gathered into barns, and no man could head me... and ain't I a woman?
I could work as much and eat as much as a man -- when I could get it -- and bear the lash as well... and ain't I a woman?
I have borne thirteen children, and seen most of 'em sold into slavery, and when I cried out with my mother's grief, none but Jesus heard me... and ain't I a woman?"
—-Sojourner Truth (1851) freed slave, feminist, orator

"Mother, what is a Feminist?"
"A Feminist, my daughter,
Is any woman now who cares
To think about her own affairs
As men don't think she oughter."
— Alice Duer Miller (1915)

"Remember the dignity of womanhood. Do not appeal, do not beg, do not grovel. Take courage, join hands, stand beside us, fight with us."
— Christabel Pankhurst (1880-1958)
English suffragist

"Our history has been
stolen from us.
Our heroes died in
childbirth, from
peritonitis
overwork
oppression
bottled up rage.
Our geniuses were
never taught to
read or write.
We must find our
past adequate
to our ambitions.
We must create a
future adequate
to our needs."
— Old Mole, Cambridge Mass. (1969)

"The education of women should always be relative to that of men. To please, to be useful to us, to make us love and esteem them, to educate us when young, to take care of us when grown up; to advise, to console us, to render our lives easy and agreeable. These are the duties of women at all times, and what they should be taught in their infancy."
— J.-J. Rousseau, Emile, (18th Century)

"While violence has been the ultimate weapon of resistance to racial desegregation, its psychic counterpart -- ridicule -- has been used to resist sex equality."

-- Pauli Murray, American lawyer and activist

"For some reason women are supposed to be more suitable than men for looking after children. This is nonsense. It is a suggestion propagated by men who surrogate the responsibility because they do not want to do it themselves."

-- John Kenneth Galbraith
American economist

"I am the son of a woman and the brother of women. I know that this is their cause, but I feel that it is mine also. Their happiness, is my happiness, their misery, my misery. The interests of the sexes are inseparably connected, and in the elevation of the one lies the salvation of the other."

-- Henry B. Blackwell, American editor and suffragist (1853)

"It would be very easy for me if the oppressor would split up the week and say from Monday to Wednesday we are going to mess over her because she's female, and the rest of the week we are going to put her down because she's black...but it doesn't happen that way."

-- Margaret Sloan
American writer

"As long as men accept this society's definition of women and male-female relationships, then men remain oppressed by this society; to the degree that a man views a woman as an object, he himself is an object. No man who is fully human can be threatened by women's liberation. Rather, he is overjoyed by it."

-- Julius Lester
American writer

"I say it to thee again, and doubt never the contrary, that if it were the custom to put the little maidens to the school, and they were made to learn the sciences as they do to the men-children, that they should learn as perfectly, and they should be as well entered into the subleties of all the arts and sciences as men be."

--Christine de Pisan, La Cite des Dames, (1407)

"Women's Liberation will free men as well as women. Until women are free from their roles of housewives/slaves, free from their roles of menial labor, men will never be free, because they'll be tied down to bringing home the bacon."

--Jane Fonda

"Man is not the enemy. Men are rather the fellow victims. The liberation is really the liberation of all of us."

--Betty Friedan

"God created Adam lord of all living things, but Eve spoiled it all."

--Martin Luther (1483-1546) German religious reformer

"A kurnai aborigine in Australia...said that man's work was to hunt, spear fish, fight, and then 'sit down.' Woman's work was to do 'all else.'"

--Evelyn Reed, Woman's Evolution, (1974)

"If we defined all roles as human roles, we would not be asking men to display their masculinity or women to display their femininity. Rather, we would be asking humans to display their humanity."

--Warren Farrell, author, The Liberated Man.

Tomorrow Maybe

I'm thinking that I've caught the pass that
will win the game.
She hopes I'll catch the pass that will win
the game.
I dropped the pass.
We lost the game.
Tomorrow maybe I'll be hoping she'll
win the game.

--Jim Stone, 15, Washington D.C.

"...we can quote the example of Cleomenes, of whom Herodotus says, 'he died childless, leaving an only daughter called Gorgo,' and observe that in modern Greece a man habitually ignores his daughters when enumerating his children."

--W.K. Lacey, The Family in Classical Greece, (1968)

"There, little girl, don't read
You're fond of your books, I know
But brother might mope
If he had no hope
Of getting ahead of you.
It's dull for a boy who cannot lead
There, little girl, don't read."
--Anonymous

"'His' and 'hers' should not divide the world, which is 'ours.'"

--Mary Calderone, American physician,
(20th Century)

"All abstract speculations, all knowledge which is dry, however useful it may be, must be abandoned to the laborious and solid mind of men...For this reason, women will never learn geometry."

--Immanuel Kant (1724-1804)

"I am proud to be a young man,
because I can be known
as a strong and gentle man
at the same time.
--Richard Hicks, age 12, St. Paul, Minn.

"We are willing to share our great thoughts with mankind. However, you happen to be a girl."

--a boy in the story "Curious Annabelle"
in the elementary reader Ventures, Bk 4,
Scott Foresman.

"Sexism, like any other cultural characteristic, lives through institutions -- those that blindly perpetuate it and those that depend upon it for their very life."

--Vivian Gornick & Barbara Moran, Introduction,
Woman in Sexist Society, (1971)

"Mind has no sex!"
--Hannah Crocker, author (1818)

"As regards the individual nature, woman is defective and misbegotten, for the active power in the male seed tends to the production of a perfect likeness according to the male sex; while the production of woman comes from defect in the active power, or from come material indispositions; or even from some external influence, such as that of a south wind, which is moist, as the Philosopher observes."

— St. Thomas Aquinas, Summa Theologica,
(13th Century AD)

"You have stepped out of your place. You have rather been a husband than a wife, and a preacher than a healer, and a magistrate than a subject, and so you have thought to carry all things in church and Commonwealth as you would and have not been humbled for it."

— Calvinist Church Fathers in Massachusetts
Bay Colony to Anne Hutchison (mid 17th
Century)

"... we must start with the realization that, as much as women want to be good scientists and engineers, they want first and foremost to be womanly companions of men and to be mothers."

— Bruno Bettleheim (psychologist) quoted
in Women In The Scientific Professions,
(ed) Mattfeld and Van Aken (1965)

"as decidedly as that two and two make four, what a monstrosity is a woman who is a professor of mathematics, and how unnecessary, injurious, and out of place she is."

— August Strindberg (1849-1912) Swedish
novelist and dramatist

"Whatever your fight, don't be ladylike."

— Mother Jones, labor organizer, (turn of
the 20th Century)

"Until women throw off reverence for authority they will not develop. When they do this, when they come to truth through their own investigations, when doubts lead them to discovery, the truth they get will be theirs, and their minds will go on and on unfettered."

— Maria Mitchell, American Astronomer,
(19th Century)

"I ask no favors for my sex. I surrender not our claim to equality. All I ask of our brethren is that they will take their feet from off our necks..."

— Sarah Grimke, American feminist and
abolitionist, (1838)

"Boys are doctors. Girls are nurses. Boys invent things. Girls use what boys invent."

— Whitney Darrow Jr., I'm Glad I'm a Boy!
I'm Glad I'm a Girl!, N.Y.:Simon Schuster,
(1970)

"The glory of a man is knowledge, but the glory of a woman is to renounce knowledge."

Chinese Proverb

CONSCIOUSNESS-RAISING WITH WHATEVER MATERIALS

YOU HAVE ON HAND

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes, which students feel free of them.

2. Ask students to observe and analyse how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult expectations of "girlness" and "boyness."

3. Have students observe and analyse how teachers stereotype students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers.

4. Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention?

5. Ask students to catalogue jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.

6. Ask students to catalogue household tasks by "female" and "male"; see whether each chore could be done as well by a man or a woman.

7. Have students do research to find out about sex roles in other countries and other cultures today and in the past.

8. Have students observe and analyse how students in their classes stereotype one another.

9. Have students search out people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

10. Hold a contest for the "most sexist ad of the year." Have every student bring in a prizewinning entry to class.

11. Have students make charts to record who does what housework (including childcare) in their homes during a week's time. At the end of the week, note which chores are done by females and which by males.

12. Have students analyse their reading books, literature anthologies, social studies texts, and science books as group projects. You can use a prepared evaluation form or you can make up your own standards with students. The examination should look for qualitative as well as quantitative differences in the way women and men, girls and boys are portrayed. Students can also analyse how people of different racial and ethnic groups are portrayed.

13. Have students search out characters in books, plays, and T.V. shows who depart from traditional sex roles.

14. Encourage students to rewrite stories containing sex stereotyping. Have them draw new illustrations and display them in the classroom.

15. Have students compile their own anthologies of poems, stories, pictures, newspaper and magazine articles, and anything else they find that combats stereotyping. You might be able to have the material published.

16. If you use the discussion questions and assignments typically included in textbooks and teachers' manuals, supplement these questions so as to counteract sex bias. For instance, you can ask students to discuss how the story would have differed if the main character had been male (or female). Or if the family structure had been different (no father or no mother)?

17. Show films twice. The second time through you can turn off the sound so students can discuss how people are portrayed.

18. Encourage students to write letters to publishers of their books detailing their objections to stereotyped materials, and their suggestions for improvements.

19. Collect data on your class. Poll students to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single-parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or T.V. programs, etc.)

20. Work with students to develop a collection of nonsexist nonracist books, magazines, etc. for your school and neighborhood libraries.

21. Start a collection of myths and sayings about women or men. Discuss their evolution and their validity.

22. Ask students to write or discuss what their future job plans are. Then ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, using. Where will they go during their day? Will they have jobs, families, homes? Contrast the expectations of girls and boys.

23. Have students analyse television shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of men and women projected by the TV industry? Compare the TV stereotypes with the future-life predictions in activity 22.

24. Ask students to evaluate TV ads aimed at children. Suggest that students write letters to station managers to complain about stereotyped images.

25. Have students study the lyrics from recent songs about women. What image of women is conveyed? Compare today's songs with songs from earlier decades. Has the image of women changed? Can students find songs by and about strong women?

26. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop new nonsexist titles.

27. Discuss with students why children's books are so often about men/boys/ male animals. When the books are about females, what are the characters like? Why do you think publishers prefer publishing "male" books?

28. Arrange for students to discuss with your school counselor job opportunities for women and men.

29. Have students find out how many girls have won athletic scholarships during the past 10 years. How many boys? If more boys than girls are winning these scholarships are there other scholarships available to girls?

30. Work with adult groups (P.T.A., N.O.W.) to develop programs and materials on ending sex discrimination for students, staff, and parents, e.g. a panel on men and women in non-traditional jobs in your community; a celebration of International Women's Day (March 8), or Susan B. Anthony's birthday (February 15).

31. A role-playing game: one student plays a student coming to a teacher, counselor, or administrator for help or disciplining. The other students are in the "audience" as the teacher, counselor, or administrator. The "student" wears a pink or blue card around his/her neck to identify sex. The "audience" tries to find the most stereotyped kind of response that might be given in the situation; then explores the possibilities of a nonstereotyped response. Another student can be a "parent," also wearing a pink or blue neck-card, who accompanies her/his child at the conference. (Situations can be developed by teacher and students.)

32. Divide students up into sex-segregated groups of about five each. Have the male groups compose a list of "five positive/desirable male characteristics or traits" (such as strength, confidence, etc.); have the female groups list "five positive/desirable female traits" (such as nurturant, sensitive). Collect all the traits and write them on the board in a jumbled fashion. Ask the whole class to select "ten desirable human traits." When the ten human traits have been decided upon, check to see how many were originally "male" traits or "female" traits.

33. A role-reversal game: Conduct a marriage ceremony in which the groom's mother gives the groom away, the new couple is pronounced woman and husband and become Mrs. and Mr. Jane Smith; a woman officiates the ceremony. What are students' reactions to this experience?

34. Take students on a "sex stereotyping trip." Stage a mock job interview, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward.

35. Cut out questions from Dear Abby and Ann Landers that relate to female and male behavior, sex roles, and relationships between the sexes. Have students write their own nonsexist responses.

36. Have female students pretend that marriage is not an alternative for them. What future plans will they develop?

37. Have students line up in a straight line, picking their position on the basis of their importance. (Do not stipulate what to judge as important. What usually happens is that more males are in the "more important" end of the line, and more females are in the "less important" end of the line.)

38. In the elementary school, boys can be assigned show-and-tell topics such as "when I'm a father" and encouraged to bring in their dolls.

39. In upper elementary grades and junior and senior high schools, awareness of men's lack of liberation can be expanded by asking whether the students know men who:

    - have taken jobs they don't like because they have to earn money for their families?
    - feel they must work overtime and therefore are not able to spend much time with their children?
    - would be happier if their wives earned some of the family income so the fathers could spend more time with the children?
    - are specializing in one area of work, rather than doing a variety of things, because specializing pays more and offers higher status?
    - would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?
    - want to question or try something different or risky on their jobs but were afraid to lose them and leave their families without an income?

40. If you and your students are using sex and race biased textbooks (particularly history) which should be replaced, but your district lacks funds to replace them, have the students use supplementary materials to do research into topics misrepresented or omitted in their texts. Then have students annotate their texts with corrected or new information. Reading these annotations can be a first step in overcoming the biases of the texts for subsequent groups of students who use the texts.

The above ideas were adapted from the following sources:

Feminists Northwest, Seattle, Washington, teaching experiences.
"Men's Liberation," Scholastic Teacher, November 1973, written by Warren Farrell.
"Consciousness Razors," available from the National Education Association, #USOE-0-72-2507, 10¢ each.
"Consciousness Raising in the Classroom," Sexism in Education, Emma Willard Task Force, University Station, Box No. 14229, Minneapolis, Minn. 55414, $4.
"Consciousness Raising in the Classroom or Activities for/to Free Children," by Sandra Shapiro Friedland, N.O.W., 809 South Fifth, Champaign, Ill. 61820.

RESOURCES FOR BUILDING CURRICULUM ABOUT SEX ROLE AWARENESS AND WOMEN STUDIES

General

Estudios Femeniles de la Chicana, Anna Nieto-Gomez (Los Angeles: University of California, 1974). This booklet was written to serve as a basis for integrating Mexican-American women into the curriculum. Contains outlines and proposals for history of the Chicana, sociology of the Chicana, the Chicana in Higher Education, the Chicana in literature, plus a Chicana bibliography and list of films. Available upon request from University Extension, Daytime Programs and Special Projects, 10995 Le Conte, Los Angeles, California 90024.

Feminist Press, Box 334, Old Westbury, New York 11568. Produces a variety of useful and imaginative material. Of particular interest:

Feminist Resources for Schools and Colleges: A Guide to Curricular Materials, 1973, $1.25. A comprehensive listing of print and non-print materials.

High School Feminist Studies (forthcoming), curricular materials, bibliography, teaching units.

Nonsexist Curricular Materials for Elementary Schools, 1974, $5.50.

Strong Women (forthcoming), annotated bibliography of paperbacks in fiction, autobiography, drama, poetry.

Women in the High School Curriculum, A Review of U.S. History and English Literature Texts, 1975.

Women's Studies for Teachers and Administrators: A Packet of Inservice Materials, 1975, $10.00. Includes taped speeches from a national conference held at the Feminist Press in November 1974.

Sexism in Education, Emma Willard Task Force on Education (Box 14229, Minneapolis, Minn. 55415, revised edition 1974) $4.00. Proposals for changes, classroom and small group activities, materials, bibliographies.

Today's Changing Roles: An Approach to Nonsexist Teaching, Resource Center on Sex Roles in Education (1156 15th Northwest, Washington, D.C. 20025, 1974) $3.00. Teacher resources with curriculum-related activities for elementary, intermediate, and secondary levels.

The following two state department of education publications are examples of current efforts to develop curriculum which considers sex and race discrimination together:

A Model to Eliminate Racism and Sexism in Education through the Selection, Revision, and Development of the Instructional System. State of Minnesota, Department of Education, Division of Planning and Development, Equal Opportunities Section, St. Paul, Minnesota, 55101. See especially Appendix 5, #3, for a very interesting racism/sexism exercise.

Equal Rights: An Intergroup Education Curriculum, Office of Civil Rights, Bureau of Curriculum Services, Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

Nonprint Materials: Resource Lists

Insight Exchange (P.O. Box 42584, San Francisco, California 94101) has a feminist film series on many topics. Includes "The Emerging Woman," and "Men's Lives".

Positive Images: A Guide to Nonsexist Films for Young People, Linda Artel and Susan Wengraf (eds.) (Booklegger Press, 555 29th Street, San Francisco, California 94131). $5.00. Includes reviews of videotapes and slide shows for young people ages 5-17.

A Bibliography

A Guide to Nonsexist Children's Books, compiled by Judith Adell and Hilary Dole Klein (Chicago: Academy Press, 1976) $3.95. A comprehensive multi-ethnic list covering a range of ages, preschool through 12th grade.

A Sourcebook

The New Woman's Survival Sourcebook, Kirsten Grimstad and Susan Rennie (eds.) (New York: Alfred Knopf, 1975) $5.00. A remarkable collection of resource information. Includes information about books, films, bibliographies, publishers.

Elementary

American Heritage School Dictionary (New York: McGraw Hill, 1972) $7.95. For Grades 3-9; a well-illustrated reference work that attempts to correct sex-bias. A few examples: "Tears welled up in his eyes," "She doesn't scare easily."

Asian-American Women and Black Women Poets are two units for grades 4-6 developed by the Women Studies Program, Berkeley Unified School District, Berkeley, California 94703. $3.00 each. Other materials from this program include Susan B. Anthony Kit ($3.00), Model Building ($3.00) and Carpentry ($3.00).

The Feminist Press (listed in "general" above) produces materials for the elementary grades. See Feminist Resources; Nonsexist Curricular Materials for Elementary Schools and also "Fairy Tale Activity" and "Sexist Myth Explosion for Young Children": in Women Studies for Teachers and Administrators: A Packet of Inservice Materials.

Free to Be...You and Me, conceived by Marlo Thomas. (McGraw Hill, New York, 1974). $4.95. Also, record album: Arista, Alabama.

Free to Be, a mini-course in self-awareness and values developed from the TV program and book of the same name (see previous entry). Three mini-units, each based on a film, with suggestions for additional activities in a teacher's guide. The mini-units have the following themes:
(1) friendship and cooperation (16 min.; sale $240, rent $15)
(2) expectations (14 min.; sale $210, rent $15)
(3) independence (17 min.; sale $255, rent $15)
From Contemporary McGraw Hill Films, Western Region, 8171 Redwood Highway, Nevato, California 94947.

Jackie, Luevester Lewis (Chicago: Third World Press, 1974) $1.50. One of several books from this press that feature Black children and deal with racism and sexism.

Men and Women Who Made America Great, Eugene Basini, et al. (River Forest, Illinois: Laidlow, 1975). A new social studies text for upper elementary grades. Includes people of many ethnic groups.

Positive Images: A Guide to Nonsexist Films for Young People, Linda Artel and Susan Wengraf (eds.) (Booklegger Press, 555 29th Street, San Francisco, California 94131) $5.00. Includes reviews of videotapes and slide shows for young people ages 5-17.

Princess and the Pea packet, Racism and Sexism Resource Center for Educators, 1841 Broadway, Room 300, New York, New York 10023. The packet uses fairy tales to duscuss sexism, racism, and classism.

Elementary (cont.)

We Can Change It, Susan Shargel and Irene Kane, Change for Children, 2588 Mission Street, Room 226, San Francisco, California 94110, $1.50. Action oriented pamphlet written for teachers and parents. Features annotated multi-ethnic bibliography of children's books, preschool through grade 3, plus classroom activities.

People At Work, Change for Children (see previous entry), $6.00 for individuals, $10.00 for institutions; +40¢ postage. A packet of twenty 8x10 photos of women and men of different ages and ethnic backgrounds working in non-traditional jobs. Includes suggestions for classroom use.

"Strategies to Counteract Sex Role Stereotyping in the Elementary School," by Marjorie Sywak (1916 Napa Avenue, Berkeley, California 94707). A videotape documenting actual strategies used by a multi-ethnic group of teachers. Rental: $35.00; purchase: $75.00.

Non Sexist Education for Young Children: A Practical Guide, Barbara Sprung (Women's Action Alliance, Citation Press, 1975) $3.25. Suggestions for Teachers and Parents on how to avoid sexist language and counteract social influences such as the stereotypes children see in TV programs and commercials.

SOCIAL STUDIES, HISTORY

(Intermediate and Secondary Grades)*

An Album of Women in American History, Claire Ingraham and Leonard Ingraham (Franklin Watts, 1972) $4.90. A pictorial history which can be used to supplement a text that ignores women's contributions to history.

American Indian Women, Marion Gridley (Hawthorne, 1974) This book is listed because it is one of the very few that focuses on Native American Women. It is not highly recommended since it is written from a non-Indian point of view.

The American Woman: Who Was She? Anne Firor Scott (ed.) (Prentice Hall: 1971) $2.45. Traces women's development in the United States since the Civil War. Discusses women of all classes, many ethnic groups.

Asian Women, Publications Department, Asian-American Study Center, 3232 Campbell Hall, University of California at Los Angeles, California 90024. $3.00. A collection of articles about Asian-American women.

Bibliography in the History of American Women, Gerda Lerner, Sarah Lawrence College, Bronxville, New York 10708, 2nd revised edition Fall 1975, $2.00. An excellent resource for teachers.

The Black Woman: An Anthology, Toni Cade Bambara (Signet, 1970) $1.25. Black women today, speaking of themselves and for themselves.

Black Woman in White America: A Documentary History, Gerda Lerner (ed.) (Vintage, 1973) $3.95. A basic collection for understanding the history of Black Women in America.

Cuban Women Now, Margaret Randall (Toronto: The Women's Press, 1971) $5.50; Afterward, 1974, 25¢. Discusses women's lives before and after the Cuban revolution.

Declaration of the Rights of Women, 1876, Aberdeen, South Dakota NOW (Box 634, Aberdeen, South Dakota 57401) $2.20. Very well-written and entertaining. Includes a brief and beautifully-done history of women in the U.S. before 1876.

Growing Up Female: Ten Lives, Eve Merriam (ed.)(Dell, 1971) $1.50. Excerpts from diaries, journals, letters written by ten women from 1797-1950. An excellent multi-ethnic introduction to women's history.

A Herstory Reading List: American History and Related Biography and Fiction for the Junior High, Women's Rights Task Force on Education of New Jersey NOW (549 Lenox Avenue, Westfield, New Jersey 07090) 50¢.

A Guide for Teaching About Women In History, prepared by Margaret Budd and Myrra Lee, San Diego City Schools, California. (Write: Jack Price, Asst. Supt. of Program Division) A useful publication. $2.50.

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*Materials listed in the "Planning for Free Lives" category may also be relevant to social studies.

Mountain Wolf Woman: Sister of Crashing Thunder: The Autobiography of a Winnebego Indian, Nancy Oestreich Lurie (ed.) (University of Michigan Press, 1974) $2.25. A rare book -- an edited transcript of the life story of an Indian woman from 1885-1960.

Revolt of American Women, Oliver Jensen (Harcourt Brace, 1971) $4.95. A pictorial history, a good supplementary material.

Sexism and Racism: Feminist Perspectives, Civil Rights Digest, spr. 74, vol. 6, no. 3 (obtainable upon request: U.S. Commission on Civil Rights, Washington, D.C. 20425) Articles about women of many ethnic minority groups. Includes a helpful bibliography.

Teaching About Women in the Social Studies: Concepts, Methods, and Materials, Jean Grambs (ed.), National Council for the Social Studies, Bulletin 48 (1515 Wilson Blvd., Suite 101, Arlington, Virginia 72209) $6.00. An excellent, though expensive resource for teachers and curriculum developers.

What Have Women Done? A Photo Essay on Working Women in the United States, San Francisco Women's History Group, United Front Press (P.O. Box 40099, San Francisco, California 94140) $2.00. A good collection of "forgotten" history.

Women and Childcare in China, Ruth and Victor Sidel, (Penguin, 1973) $1.75. Useful for comparing the U.S. society with the very different culture and socio-economic system of China.

Women in America Series, (Thomas Y. Crowell Co.) A very good series of biographies which includes, among others, Rachel Carson, Mary Cassatt, Lydia Maria Child, Emma Goldman, Mother Jones, Margaret Sanger, Bessie Smith.

Women in American Life, Anne Firor Scott (ed.) (Houghton Mifflin, 1970) A collection of articles ranging from Native American women of a southwest pueblo (17th century) to the recent birth of women's liberation movement. Suitable as a text.

Women in the Struggle for Liberation, The Women's Project of the World Student Christian Federation (P.O. Box 187, Dayton View Station, Dayton, Ohio 45406) $2.00. A collection of articles describing what women around the world are doing to improve their status. The authors (representing Africa, Asia, Europe, Latin America, the Middle East, and North America) focus on the everyday problems and activities of women. Includes a list of available films about Third World women inside and outside the U.S.

Women in the United States, Barbara Judd and Daniel Josephs (Scott, Foresman, 1975) A supplementary paperback text for American history courses. This is a wide-ranging anthology of excerpts from autobiographies, biographies, newspapers, books from 1800 to the present.

Women of Vietnam, Arlene Eisen Bergman, People's Press (2680 21 Street, San Francisco, California 94110) $2.95. Revised 1975. Relates the struggle of women to the national liberation struggle of Vietnam.

Women: Past and Present, researched and written by Sharon Johnson (order from Department of Public Instruction, Bismarck, North Dakota 58505.) A secondary school American history course with separate sections on chronology and topic study. A valuable resource.

NON-PRINT MATERIALS

"Emerging Woman," a 50 minute film that follows American women as they have fought for equality, and the obstacles in their path. An excellent overview of the women's rights movement. Film Images, 1034 Lake Street, Oak Park, Illinois 60301. $350.00 purchase. Write for rental information. Can also be rented from Insight Exchange, P.O. Box 42584, San Francisco, California 94101; May be available from some state education agencies and local district collections. Highly recommended.

"Lucia" feature-length (160 min.) film which protrays women in three separate periods in Cuban history. Can be shown on three consecutive days. Tricontinental Films, P.O. Box 4430, Berkeley, California 94704. $75.00 classroom rental.

"The Struggle for Women's Suffrage," 24 minute slide/tape presentation. Part of a "Recovering Our Past Series" from the Feminist History Research Project, P.O. Box 1156, Topanga, California 90290. $80.00 purchase, $25.00 rental.

"History of Working Women," slide show or film strip with cassette tape. 45 minutes long. Describes the struggles of working women in the U.S. for better pay and working conditions, child care, and an end to discrimination against minority women. United Front Press, P.O. Box 40099, San Francisco, California 94140. $60.00 (+postage) purchase; $15.00 (+postage) rental.

"En Pie de Lucha," a film that presents a poetic history of the suffering and awakening of the women of La Raza. For information about this film, as well as about many other materials and a bibliography about Latina women, write Concilio Mujeres, 2588 Mission Street, Room 237, San Francisco, California 94110.

"Great American Women's Speeches" (Caedmon TC 2067; 2 records), (Caedmon Records, Inc., 505 8th Avenue, New York, New York 10018) Selections from speeches by Lucy Stone, Sojourner Truth, Susan B. Anthony, Carrie Chapman Catt, Ana Howard Shaw, Elizabeth Cady Stanton, Florence Kelly, Lucretia Mott, and Ernestine Potowski Rose.

Language Arts (Intermediate and secondary grades)

Again at the Looking Glass: Language Arts Curriculum Materials for Combatting Sex Stereotyping, Feminists Northwest (5038 Nicklas Place NE, Seattle WA 98105) 1975, $3. Sections on sexist language, autobiography, literature, and sexism in the media. Bibliographical information is included in each section.

Asian Women ,(see "social studies" section, above). Includes poetry and other writing by and about Asian-American women.

Black-Eyed Susans: Classic Stories by and about Black Women, Mary Helen Washington (ed.) (Anchor, 1976) $2.95. Each of the stories constitutes an indictment of stereotyped thinking. All the protagonists are black women.

By Women: An Anthology of Literature, Marcia Folsom and Linda Kirschner (eds.) (Houghton Mifflin 1976) Presents the writings of women of many cultures. Suitable for text material in a language arts course.

The Cook and the Carpenter, June Arnold (Daughters, Inc., 1973) A thought-provoking novel about a commune in Texas. Uses pronoun "na" for both "he" and "she" so you can't tell who is a male and who is a female. Promotes lively discussion.

Daughters in High School: An Anthology of their Work, Frieda Singer (ed.) (Daughters Press, Plainfield Vt. 1974) $3.80. A collection of writings by young women.

Strong Women ,(forthcoming from the Feminist Press, see "general" above). An annotated bibliography of paperbacks in fiction, drama, autobiography, and poetry that can be used to supplement the male-biased curriculum.

Women: Portraits, James Hall, Nancy Jones, & Janet Sutherland (eds.) (forthcoming from McGraw Hill) A multi-ethnic anthology of short stories, poetry, and biographical essays about or by women, including the themes of stereotyping, women growing up, and women in a variety of life-styles. Has discussion questions and suggested writing activities. Can be used as a women studies course in language arts.

The Women, Yes, Marie Hecht, et al. (eds.) (Holt, Rinehart, Winston, 1973) A text for a high school women studies course or unit. About 1/4 is literature; the remainder is history, essays, discussions.

Non-print Material

"If I've Come Such a Long Way, How Come You Still Call Me Baby?" a slide show on sexism in the media, Seattle-King County N.O.W. (5500 Ravenna N.E., Seattle WA 98115) Write for rental information.

Planning for Free Lives---Life styles, counseling, work awareness, home economics, health, sexuality, women's and men's liberation

(Intermediate and Secondary Grades)

Male and Female Under 18, Nancy Larrick and Eve Merriam (eds.) (Avon, 1973) $1.25. A collection of comments from young people talking about their sex roles.

Planning for Free Lives: Curriculum Materials for Combatting Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses (Feminists Northwest, Seattle, 1975) $3.00. Includes a bibliography of relevant readings.

"So You Don't Want To Be A Sex Object," Rocky Mountain Planned Parenthood, 2030 E. 20th Ave, Denver, Colo. 80205. 60¢. Suggests seven steps to becoming a person, and shedding the sex-object stigma. Write for information about other materials for high school students which deal with sexuality in a non-stereotyped manner.

POSTER: "Reconstruction: Woman, Man, Person," Women's Graphics Collective (3100 N. Southport Ave, Chicago, Il 60657) $2.50. A "map" in which females and males abandon traditional sex roles and become people.

Assert Yourself, Seattle-King County N.O.W. (2252 N.E. 65th St., Seattle WA 98115) 1974, $2. An instructive handbook about assertiveness training for women.

Careers for Peers Program Kit, Wider Opportunities for Women, Counseling Programs, 1649 K St (4th floor), Washington DC 20006. $10. Contains 4 student booklets.

How to Decide: A Guide for Women, Scholz, Prince, Miller (College Entrance Examination Board) A how-to workbook written to help women of any age learn decision-making skills, set goals, and develop a plan of action. A valuable counseling and teaching tool.

Other Choices for Becoming a Woman, J. Mitchell (KNOW, Inc., 1974) $5.50. A feminist handbook for high school women to help them realize their potential.

Saturday's Child, Susan Seed (Bantam, 1974) $1.25. Thirty women are photographed on their jobs, with commentary about their work.

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work, Sandra Bem and Daryl Bem, Pennsylvania Dept. of Education, Box 911, Harrisburg PA 17126. An excellent article for general awareness about sex role development and the harms to both females and males. Includes tips for counselors.

"Whatever Happened to Debbie Kraft?" (Feminists Northwest, 1975) 75¢. An awareness game for students, teachers, parents, and counselors about the family and job choices facing an 18 year-old woman.

"When I Grow Up I'm Going to Be Married," Commission on the Status of Women, State of California, Sacramento CA, $2.00. Situations which explore women's lives.

"Will Marriage Turn You On for 50 Years?" YWCA of Los Angeles (1215 Lodi Pl., Los Angeles CA 90038. 156 for brochures; entire kit is $20. Includes games, role playing situations, counseling techniques.

The Young Woman's Guide to Liberation: An Alternative to the Half-life While the Choice is Still Yours, Karen deCrow (Bobbs-Merrill, 1971).

Women At Work, Betty Medsger (Sheed & Ward, 1975) $7.95. A photographic documentary of multi-ethnic women doing both traditional and non-traditional work, paid and unpaid, all over the US.

The American Male, Myron Breton (Fawcett, 1966) 95¢. An attempt to examine male sex roles in light of early 1960's feminist challenges which emphasizes male cognitive styles and emotional control.

A Book of Men: Visions of the Male Experience, Ross Firestone (ed.) (Stonehill, 1975) $5.95. Great writers, thinkers, and artists from George Bernard Shaw to Charles Mingus also were people with feelings as sons, lovers, husbands, and fathers. This is an anthology of their struggles to define the male role.

The 49% Majority: The Male Sex Role, Deborah David and Robert Brannon (eds.) (Addison Wesley, 1976) An anthology of readings about male sex roles in the United States.

The Liberated Man, Beyond Masculinity: Freeing Men and Their Relationships With Women, Warren Farrell (Random House, 1974) $1.95. A popular overview of male sex roles and socialization which includes a questionnaire, interesting comments on the use of language and an analysis of the links between the male sex role and education, athletics and the family. Suggests activities which can be used in the classroom.

The Manly Art of Knitting, Dave Fouger (Charles Scribner's Sons, 1972) $1.95. A how-to book.

Man's Body: An Owner's Manual, The Dignam Group (Paddington Press, 1976) $6.95. An oversized factbook, as the title implies, without the sensitivity of Our Bodies, Ourselves, but with much information about the physiological male machine. Many stereotypes fall by the wayside, but some linger in the text.

Men and Masculinity, Joseph Pleck and Jack Sawyer (eds.) (Prentice-Hall, 1974) $3.45. A readable collection of articles.

Straight/White/Male, Glenn Bucher (ed.) (Fortress Press, 1976) A dialogue among oppressors and oppressed about the possible liberation of straight white males from the dehumanization of oppressorhood.

Unbecoming Men,(Times Change Press, 1971) $2.00. A men's consciousness-raising group writes about oppression and themselves.

Our Bodies, Ourselves, Boston Women's Health Book Collective (Simon and Schuster, 1973) $3. Now in use in a number of high schools, this is an excellent and reliable text for courses on health and sexuality.

High School Sexuality, Women's Education Project, Portland OR (distributed by Amazon Reality, P.O. Box 95, Eugene OR 97401) $1 + 25¢ postage and handling. Anti-sexist teaching guide for students and teachers.

Lesbian/Woman, Del Martin and Phyllis Lyon (Bantam, 1972) $1.50. Discusses the myths and stereotypes about lesbians in our society. Explains the double jeopardy of being a woman and a lesbian. An article, "The Realities of Lesbianism," by the same authors, a reprint from Motive, March-April 1969, is available from the Seattle Counseling Service for Sexual Minorities, 1720 16th Ave, Seattle WA 98122.

Homosexual: Oppression and Liberation, Dennis Altman (Avon 1973) $1.65. The author, a gay man, presents an account of the realities facing homosexuals in the United States.

Non-print materials

"Anything You Want to Be," A 9 minute black and white film that lightly discusses women's identity and how we tend to stereotype it. New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417. $110 purchase; $15 rental.

"51%," A 25 minute color film about the lives of women who work outside their homes. Robert Drucker & Assoc. 1175 York Ave, NY NY 10021; $200 purchase.

"Growing Up Female: A Six Become One," A two-reel (1 hr.) film that examines the lives of six females from a variety of ethnic backgrounds at different stages in their lives. The film shows how all six are channeled into tradition-approved sex roles. Excellent for high school classes. New Day Films, $375 purchase; $60 rental (see address above).

"Masculinity," 4 filmstrips and cassettes. Examines the concept of masculinity in today's society, focusing on male stereotypes, biological facts, concepts of masculinity in other cultures, problems and social pressures for males, and the realignment of sex roles in our own society. Schloat Productions, 150 White Plains Road, Terrytown NY 10591; $78 rental.

"Men's Lives," a 43 minute documentary about masculinity in America. New Day Films, $500 purchase, $56 rental (see address above).

Three films depicting sex stereotyping in school situations, made originally for teacher in-service, can also be used in high school classes on sex role awareness. The films are available from University of California Extension Media Service, Berkeley CA 94720:

"I Is for Important," --	sex stereotyping in social interaction and emotional expression at school. 12 min., $160 purchase; $15 rental
"Anything They Want to Be" --	sex stereotyping in intellectual and work awareness activities at school. 7 min. $95 purchase; $12 rental
"Hey! What About Us?" --	sex stereotyped situations in physical activities in and around school. 15 min. $200 purchase; $17 rental.

Art & Music

A History of Women Artists, Hugo Munsterberg (Potter, Inc., 1975) $12.95. Over 100 illustrations showing women's contributions to every art form--pottery, weaving, painting, graphics, sculpture, photography, from prehistory to the present.

"Women Artists: Recognition and Reappraisal from the Early Middle Ages to the 20th Century," Karen Peterson and J.J. Wilson (Harper; text forthcoming summer 1976) Already in use in several high schools, these slide shows are very interesting, informative, beautiful reproductions: "Historical Survey" ($110 purchase); "Women Artists in the 20th Century" ($80); "Women Artists: Third World" ($80); and "Women Artists: Themes and Dreams"($80). (Harper AV Dept: 10 E. 53rd St NY NY 10022)

"Antonia" An hour-long film about the conductor Antonia Brico-- her talents, the discrimination she's faced, her achievements. Rocky Mountain Productions, P.O. Box 315, Franklin Lakes, NJ 07418.

The following records include songs about women and men and their roles in our society:

Virgo Rising: The Once and Future Woman (Thunderbird Records, 325 Flint St, Reno Nev. 89501) $5. An anthology of songs by a variety of women musicians and singers.

Holly Near, with Jeffrey Langley, Hang In There; Holly Near Live; and You Can Know All I Am (Redwood Records, 565 Doolin Canyon, Ukiah CA 95483) each $5.

Malvina Reynolds, Malvina; Held Over, and others (Schroeder Music Co, 2027 Parker St, Berkeley CA 94704) $5 each

Peggy Seeger, "I Want To Be An Engineer," on At the Present Moment (Rounder Records, 186 Willow Ave, Somerville MA 02144)

Science, Mathematics, and Technology

American Women of Science, Edna Yost (Frederick Stokes, 1943) and Modern Women of Science (Dodd Mead, 1959), by the same author, are two collections of biographies of women active in the sciences during the 19th and 20th centuries.

Hypatia's Sisters: Biographies of Women Scientists--Past & Present (distributed by Feminists Northwest, 5038 Nicklas Pl. NE, Seattle WA 98105) $2. An anthology produced by members of a women studies class at the University of Washington.

Women in Mathematics, Lynn Osen (M.I.T. Press, 1974) $4.95. A readable collection of biographies of several women who conducted research, wrote, and taught mathematics and science.

Women in Science and Technology, American College Testing Program (Box 168, Iowa City, Iowa 52240) $1.50. Designed to help counselors interest young women in jobs in science and technology.

Physical Education

The Art of Learning Through Movement: A Teacher's Manual for Students of All Ages, Anne and Paul Barlin (Ward Ritchie Press) $12.95. Shows girls and boys enjoying a variety of movement activities.

Be A Frog, Be A Bird, Be A Tree, Rachel Carr (Doubleday 1973) $5.95. Yoga positions for girls and boys.

Olga: Her Life and Her Gymnastics, Justin Beecham (Two Continents Press, 1974) $2.95. An example of the many recent picture books about women athletes.

"Physical Education," a curriculum activity in the Feminist Press' Inservice Packet (see "general" above). Discussion and research topics about women athletes.

"Revolution in Women's Sports," reprinted from WomenSports, September 1974. (1660 South Amphlett Blvd., Suite 226, San Mateo CA 94402) $1. Includes an "action manual" for students and teachers interested in assessing and improving girls' sports programs.

Self-defense for Gentlepeople, Rold Cahn (John Muir Publications) $6. On physical fitness and self-protection.

"Sporting Women," a bibliography by Kathi Glab, from Booklegger, a bi-monthly magazine, 555 29th St., San Francisco, CA 94131.

SUGGESTIONS FOR USING THE FILM "THE EMERGING WOMAN" (film time, 50 min.)*

This film is appropriate for high school courses in history, women studies, sex role awareness, economics, current events, sociology.

Possible introduction:

"The Emerging Woman" gives a historical sense of the breadth and depth of the women's movement in the United States. For most viewers, the film is a moving experience and an intellectual eye-opener to the struggles waged by our foremothers. The film shows that women have been part of the historical process, and that the current women's movement is part of a long-standing effort to gain political, social, and economic rights for women. The film also shows how the fight for women's rights has been connected to the anti-slavery, labor, and civil rights movements---which have similarly been absent from many history curricula.

After showing the film, pause for spontaneous reactions from participants.

Possible discussion questions:

1. What do you now think about the oft-repeated excuse that "there are no women in history books because women didn't do anything" ?
2. How is this film's approach to history different from the approach usually seen in textbooks? (Texts primarily focus on "political history" -- dates, wars, governmental structures, famous people who functioned in the public realm.)
3. "The Emerging Woman" presents "social history." How would you define "social history"? What is the value of learning social history?
4. The film shows how the women's rights movement has been going on for centuries. Were you aware of that history? Do you think that women have "come a long way"?
5. The film shows some aspects of the modern-day women's movement. What are current concerns and needs of women? How are people today working to bring about the liberation of women?
6. At the end, the film speaks about "feminist values." What are these values? Do they refer only to women?

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*"The Emerging Woman" is becoming widely known and may be available from a school district, state or county education agency, library, or college in your area.

The national distributor is Film Images, 1034 Lake St., Oak Park, IL, 60301. Purchase: $350; write for rental information.

SUGGESTIONS FOR USING THE FILM, "MEN'S LIVES" (film time, 50 min.)

This film is appropriate for high school courses in social studies, family living, sex role awareness, current events, sociology.

Possible introduction:

"'Men's Lives' is an account of what it means to be male in the United States today. The film was made by two men in their twenties who first look back at their own socialization as males, and then examine the realities of male adulthood."

After showing the film, pause for spontaneous reactions from participants.

Possible discussion questions:

1. What is a "successful male"? How do boys learn to be "men"?
2. Why do more girls wish they were boys than boys wish they were girls?
3. How does the male "prove" himself? Why is competition so important? Why are cars and sports so important?
4. How do media presentations of men as "cool" affect their relationships with women?
5. Why are men afraid to cry or to appear "weak"? Why are men afraid to touch other men?
6. Why don't men let other men get to know them very well? Why does Gerald say that a man is lucky is he has one close friend?
7. Why do men who hate their jobs keep working? Why don't some men want their wives to have paying jobs?
8. What does the narrator mean when he says (near the end of the film): "Society isn't set up to satisfy us..." and "...Changing personally isn't enough." ?
9. What do males gain if they abandon the traditional male role? What must they give up?
10. Are the men you know satisfied with their lives? Are the men you know reconsidering (and abandoning) traditional male sex role values?

SUGGESTIONS FOR USING THE SHORT STORY, "X: A FABULOUS CHILD'S STORY," BY LOIS GOULD*

(Story takes about 15 minutes to read aloud; less time if participants read story individually)

This story introduces people to a relatively new concept-- childrearing free from sex stereotyping--and makes the point that such children will probably produce androgynous/gynandrous people. Discussion of this story has been successful with young children, high school students, and adults: each age group gets something different from the experience. At the high school level, the story can be used in family life, literature, contemporary problems, and social studies classes.

Most often the story is read aloud, even to advanced readers; but if the group is uncomfortable with this arrangement, copies can be distributed for individual reading.

Suggested discussion questions for younger students :

1. How is Baby X different from you?
2. Do you think this is a good way to raise a baby? Why or why not?
3. Does Baby X sound like someone you would want for a friend?
4. Would you like to be Baby X?
5. Do people ever tell you that you can do only certain things because you are a girl or because you are a boy. How does this make you feel?

Suggested discussion questions for older students and adults:

1. What did you like about how Baby X was raised? What didn't you like? Why?
2. In what ways were you raised differently from Baby X?
3. People say that Baby X was raised to be "gynandrous/androgynous." What does "gynandry/androgyny" mean? What are the advantages of "gynandry/andogyny"? What are the disadvantages?
4. In what ways have you been limited by sex-role stereotyping in your life?
5. Would you raise a baby the way Baby X's parents did?

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*Reprinted from Ms. magazine, December 1972

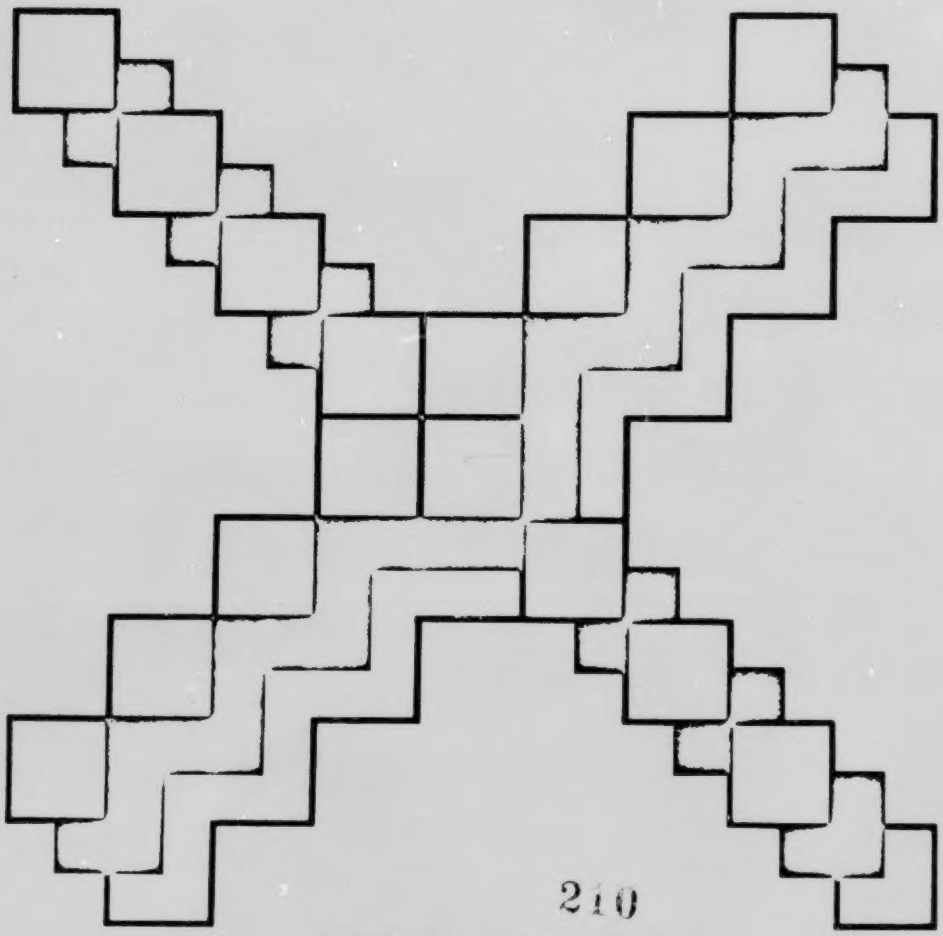
X: A FABULOUS CHILD'S STORY

BY LOIS GOULD

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the *Official Instruction Manual* for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to



take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't *mind* the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it *was* an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents—and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby—no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There *is* something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual*, the scientists prescribed: "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active. Forget about *dainty* altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In *that* case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual*. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual*, where it said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.' "

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes *do* get dirty, and brave little Xes *do* cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty—as if the Joneses had snarled at *them*.

By the time X grew big enough to

play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little—" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a *what?*" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their *Instruction Manual* (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all—Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes—overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their *Instruction Manual.* Under "Other Children," they found the following message: "What did you Xpect? *Other Children* have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X—you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little, too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the ***(continued on page 105)***

X: A CHILD'S STORY
CONTINUED FROM PAGE 76

Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills *and* girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls—just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet *in* the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody *else* mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then *all* the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be *forced* to tell whether X was a boy or a girl. And then X should be *forced* to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses *(continued on page 106)*

CONTINUED FROM PAGE 105

reported this at once to the scientists, who referred them to page 85,759 of the *Instruction Manual*. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up—or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if—?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if—?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking, What if—? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be *very* hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the *whole* test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"*Sssh,*" ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper. "In my opinion," he whispered—you could tell he must be very upset—"in my opinion, young X here—"

"Yes? Yes?" shouted a parent impatiently.

"*Sssh!*" ssshed the principal.

"Young *Sssh* here, I mean young X," said the doctor, frowning, "is just about—"

"Just about *what?* Let's have it!" shouted another parent.

". . . just about the *least* mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"*SSSH!*" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How *could* X have passed the whole Xamination? Didn't X have an *identity* problem? Wasn't X mixed up at *all?* Wasn't X *any* kind of a misfit? How could it *not* be, when it didn't even *know* what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit—ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what *is* X?" shrieked Peggy and Joe's parents. "*We* still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "*It's a Y!*"

Lois Gould has written two novels, "Such Good Friends" and "Necessary Objects" (Random House).

SUGGESTIONS FOR USING POEMS FROM "ASIAN-AMERICAN WOMEN: A UNIT FOR THE INTERMEDIARY GRADES"

The materials which follow have been reprinted from the curriculum packet Asian-American Women, produced by Yolanda Yokota and Linda Wing for the Women Studies Program and the Asian American Studies Program of the Berkeley Unified School District.*

The packet was designed for students in grades 4,5, and 6, and can be used with older students as well. Through poems, stories, and autobiographical and biographical sketches about the lives of Asian-American women of several ethnic backgrounds, the packet explores the problems faced by women of Asian heritage in the United States-- from the daily tasks of economic survival to the pervasive racism and sexism encountered in American culture.

The poems presented here describe the experiences and feelings of Asian-American women. The poems can be reproduced for students; they can be read aloud or silently. Discussion questions and follow-up activities from the curriculum packet are included for each poem. If the poems are used with older students, teachers can generate additional discussion questions and research projects about how sexism and racism affect women of color in the United States.

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* Asian-American Women: A Unit for the Intermediary Grades is available from the Women Studies Program, Berkeley Unified School District, 1720 Oregon, Berkeley CA 94703. $3.00.

Thanks to the Berkeley High School Asian Writers Project for the following poems.

REPRINTED FROM ASIAN-AMERICAN WOMEN

II.2a KIDNAPPED

KIDNAPPED

So pretty with her rosy cheeks and jet black hair
It's a shame her eyes are so red from crying.
A white flower in her hair, mourning over her mother's death.
Walking slowly down the street
Going to get tobacco for her father.

In a second, two people come to kidnap her.
Left in a darken room, alone and trapped.
Not knowing where she is and wanting to go home.
The men come back in.
They strip her of her mourning clothes
Trying to dress her up, to be sold.
"Stop crying, soon you'll be with new parents.
They will love you and care for you, like your other ones."

Shanghaied from the village and brought to Hong Kong.
No longer will she see her 13 brothers and sisters
No longer will she be father's pet.
Gone are the joyful days of the village.
Only the agony of listening to the boat rock
Taking her away from home.

Her new parents are rich.
They have no children and try to make her happy.
They buy her toys, pretty clothes.
But she refuses them, all she can do is cry.

Her foster uncle doesn't come home tonite.
He falls asleep in someone else's bed.
An avenger comes to kill the owner of the bed.
But he hacks foster uncle to death instead.

Now foster auntie lives with them.
Father treats her like a second wife.
He later gives her a home for herself in the country.
But father raises her son
To give him a good education.

Now the war has broken out
All must evacuate the city.
Now they must pack up and move to the country,
They have to live with foster auntie.

But foster auntie has a black heart
She makes her mother eat the bottom burnt rice.
She makes her father work hard, learning country ways.
One evening the foster aunt made the daughter go for wood.
She led her out to the other side of the forest
Wondering why it was so green and no one was chopping wood
She started cutting.
She looks up and again she is alone.
She panics and in haste trips,
Looking down to see what she tripped on.
A dead Japanese soldier,
a forest full of Japanese corpses.

Her father is dying
And the war situation is becoming worse.
A young chief from the navy comes
He treats her father well.
Her father agrees to marry her to him, for him to take her to America.
She refuses, because she doesn't love him
She wants to stay with her parents
But unless she marries him
her father will commit suicide.

Asian woman
Grown up now, scars of unhappiness within the mind.
Traveling to America, again unwillingly.
Still the tears of sadness
This time in mourning for her foster father
Life of sadness, tragedy and grief.

In this land, she knows no one
She arrives in San Francisco and lives in Chinatown
The old brick apartment on Jackson St.

She struggles as she tries to raise her 6 children
and help her husband as waitress and cashier.
Naive in the American ways
She is often mocked at.
Trying to make her children understand the culture.

Tired and frustrated.
She cries herself asleep
After her husband comes home drunk

Always nagging and yelling
Always putting down her children
Never telling them she loves them.
Only thru actions will they ever know.

II.2 KIDNAPPED

How Well Do You Remember?

In what order did the following events happen in the reading? Place numbers from 1 to 5 indicating which events came first, second, third, and so on.

_________ The woman was forced to marry someone she doesn't love.

_________ When she was a child, the woman was kidnapped and given to a childless couple.

_________ Working from 3pm to 2am, the woman rarely saw her children.

_________ Foster auntie abandoned the woman in a forest full of dead Japanese soldiers.

_________ In the United States, the woman was mocked by Americans and made unhappy by her husband.

Project

Write a haiku about the woman in "Kidnapped." A haiku is a Japanese poem. It consists of three lines. The first line consists of five syllables; the second consists of seven syllables; and the last consists of five syllables.

Example: I am a Chinese (5 syllables)
Slanted eyes with yellow skin (7 syllables)
I wear my future (5 syllables)

REPRINTED FROM *ASIAN-AMERICAN WOMEN*, p. 4

IV.3a selection from *Sojourner IV*

Very confusing
the search for my identity
Asian, 'cause I look like "one"
Chinese, 'cause that's my heritage
White, 'cause that's my education
American, 'cause I was born here.

IV.3a selection from *Sojourner IV*

Questions:

1. Why is the woman who wrote this poem confused?
2. If you were to build your own new world, what kind of women would live there? What would their identities be?

REPRINTED FROM ASIAN-AMERICAN WOMEN, p. 5

V.2. untitled poem from Sojourner IV.

When I was young
I knew I was Japanese by race
yellow by color
but inside I was empty
I had no pride of what I was

I walked along
yeah of Japanese ancestry
but in reality I was tripping around
like a labeled can.

Now, I'm older by age maybe not that mature in mind
but at least I know my heritage
at least I can walk around and know that I'm Japanese.

Inside and out
I feel
I think
I hear
I smell
like a Japanese living in the 20th century
A girl who even though runs into barriers and obstructions,
walls of deception, corruption, and hatred.

I, a Japanese can get back up and stand tall
5' 2" worth and know my heritage and hope that I can carry my awareness
through my life.

V.2 untitled poem from Sojourner II

My skin is yellow
My hair is black
I am a pure-blooded Chinese.
Ten years ago upon entering the U.S.
I attended an all white school.
On the first day young as I was,
I sensed a feeling of unwelcomeness.
Every child looked at me bewildered
And they chattered among themselves:
She's different, she's not one of us.
So they decided to keep me out.
I kept out of their hide-and-seek games.
I kept out of their kickball games.
I asked myself: who am I, why am I here?
No one wants me, no one needs me.

Now I think over my childhood days
And give it a little thought; and no more
When my friends ask me, what are you?
Are you a Chinese or Japanese?
I feel no offense.
I tell them, I am a Chinese.
When I ask them in return,
What are you?
And they say surprisingly,
Gee, I don't really know.
I am one-fourth Irish, one drop Italian
One-half German, one drop Russian...
Now when they ask me again and again,
proudly I will say I AM A CHINESE.

—May Wong

V.2. untitled poems from SOJOURNER II and IV

Questions:

1. How did these two women feel about themselves when they were younger?
2. How important was finding a strong Asian identity to these two Berkeley High School students?

Project

Write a poem about yourself describing a change in attitude about yourself of about your relationship with other people.

V.3a. Common Bond

My mother,
not so close are we,
yet we share a common bond,
    a goal,
    a unity.
Not because she is my mother,
and I her daughter
But because we are both Asian,
in a world of prejudices and hate.
We need to stay together as one,
    to survive,
    to love,
    to live.
We need to fight for our rights.
My mother,
she lives in a world as a person.
She fights for what she knows is right.
She works so hard to give me what I need.
    I give her in return what she needs,
        love,
        peace,
        understanding,
        and the will to live as an Asian and person.
Together, my mother and I are one.

COMMON BOND

How Well Did You Understand?

1. What kind of common bond do the mother and daughter share?

2. Do you think it was easy or difficult for the mother and daughter to establish unity? Why?

3. Why do Asian Women want to unite?

4. What common bonds do you want to establish with other people?

Reprinted from Women Studies for Teachers and Administrators: A Packet of Inservice Education Materials (The Feminist Press, 1976)

Matthew Kohlmer
Eleanor Newirth
Secondary Level

Sex Stereotyping and the Schools
The Feminist Press
SUNY/College at Old Westbury
Fall 1973

SUGGESTIONS FOR USING THE HISTORY ACTIVITY

THE GROWTH OF LABOR UNIONS IN AMERICA: LOWELL, MASSACHUSETTS A CASE STUDY *

Aims:	Study the impact of the Industrial Revolution upon labor. Describe the oppression of working women in Lowell, Massachusetts. Understand the role of women in the New England Labor Movement.
Objectives:	To use the primary source material in formulating judgments about events in American Studies. To develop awareness of the contributions of women in the American economy. To eliminate sex-role stereotyping of women. To develop an appreciation of the problems and objectives of the feminist movement in securing equal economic opportunity for women.
Content:	A presentation of two views of working women by observers of working conditions in and out of the Lowell mills, statistics on Lowell working conditions and actions taken by working women to improve these conditions.
Method:	Ask the class to listen to a series of statements by observers about working conditions in City "L" in 18--. Present statistics about working conditions in the factories of City "L." After comparing the statistics to the statements, students will make judgments as to which statements seem accurate (the negative statements). Present the list of actions to be taken for class reaction. (Which of these actions would you take to improve working conditions in City "L"?) Discuss with the class the merits of the actions selected. Then reveal the real story by identifying the role of the Lowell women and other working women in improving working conditions.

Teacher Directions 1:

Read the following descriptions without reference to the place, year, people or source.

The following quotations describe working conditions in a factory:

"Look at him as he commences his weekly task. The rest of the Sabbath has made his heart and step light . . . you can see him leaning from the window to watch the glitter of the sunrise on the water, or looking at the distant forests and fields . . . or it may be that he is conversing with a fellow laborer near. . . . Soon the breakfast bell rings. In a moment the whirling wheels are stopped and he hastens to join the throng which is pouring through the open gate. At the table he mingles with a varied group. . . . The short half hour is soon over. The bell rings and our factory worker feels that he has commenced his day's work in earnest. . . . Thus, the day passes on and evening comes, the time which he feels to be exclusively his own. How much is done in the three short hours from seven to ten o'clock? He has (errands) . . . or a meeting to attend . . . a lecture or a concert . . . or he takes a stroll . . . or peruses a new book. At ten o'clock all is still for the night." (Anne F. Scott, *Women in American Life,* p. 28.)

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*This history activity is excellent for intermediate and high school social studies courses.

"Let me now present the facts I learned . . . every morning I was awakened at 5, by bells calling to labor. The time allowed for dressing and breakfast was so short . . . that both were performed hurriedly, and then the work was begun by lamplight and prosecuted without remission till twelve, and chiefly in a standing position. Then half an hour only was allowed for dinner, from which time for going and returning was deducted. Then back to the factory to work till seven o'clock, the last part of the time by lamplight. Then returning, washing, dressing, and supper occupied another hour. Thus ten hours only remained for recreation and sleep. Now eight hours for sleep is required for laborers. . . . Only two hours remain for errands, recreation, and breathing the fresh air. For it must be remembered that all the hours of labor are spent in rooms with oil lamps, together with from 40 to 80 people . . . with temperatures at 70 or 80 degrees, where the air is loaded with particles of cotton thrown from thousands of cards, spindles, and looms . . ." (Anne F. Scott, *Women in American Life,* p. 31.)

"They were remarkably clean, well-dressed and supplied with the requisites for warmth and comfort. The windows of the room in which they worked were curtained toward the south; and in every window seat were seen exotic or native shrubs. . . . These too had the air of being more happy than the factory workers in England; and they have abundant reasons for being so, from the actual superiority of their condition; for they earn more money, have better food and clothing, work in greater comfort and lay by more money." (R. D. Iman & T. W. Koch, *Labor in American Society*, p. 34.)

"The workers worked 13 hours a day. . . . At half past 4, the factory bell rings and at five, the laborers must be in the factory. A clerk, placed as a watch, observes those who are a few minutes late and effectual means are taken to stimulate punctuality. At seven, the workers are allowed 30 minutes for breakfast, and at noon, 30 minutes for dinner. . . . But within this time they must hurry to their homes and return to the factory, and that through the hot sun or the rain and cold. A meal eaten under such circumstances must be quite unfavorable to the digestion and health. . . . At 7 o'clock in the evening the factory bell sounds the close of the day's work. Thus 13 hours per day of close attention and monotonous labor are exacted. . . . So fatigued (they are at the end of the day) that they go to bed soon after the evening meal." (R. D. Iman & T. W. Koch, *Labor in American Society*, p. 37.)

"Instead of rosy cheeks, the pale, sickly countenance of the ragged worker is haggard from the worse than slavish confinement in the factory. You might see the worker taken from his (her) bed at four in the morning and plunged into cold water to drive away his (her) slumbers and prepare him (her) for the factory. After that you might see that worker robbed of a part of his (her) time allowed for meals by moving the hands of the clock backwards or forwards. . . . You might see the worker beaten with a strap. . . . One worker of eleven had his leg broken with a billet of wood; another had a board split over his head by a heartless monster in the shape of an overseer." (Thomas Bailey, *The American Spirit*, p. 291.)

"First person: There are objections to factory labor which serve to render it degrading. . . . For instance, to be dismissed by the ringing of a bell savors of compulsion and slavery.

Second person: In almost all kinds of employment it is necessary to keep regular hours. . . . Because we are reminded of those hours by the ringing of a bell, it is no argument against our employment. . . . Our engagements are voluntarily entered into with our employers. . . . There is not a tinge of slavery in it unless there be in every kind of labor that is urged upon us by the force of circumstances." (Thomas Bailey, *The American Spirit*, p. 294.)

Questions to Class:

a. Can you identify the time, place, years of these observations?
b. Which observations do you feel were accurate? Why?
c. Compare these observations with the factual evidence given entitled "Working Conditions in Factories—Pre-Civil War." What tentative conclusions can you draw about the observations and the people making them?

Teacher Directions 2:

The following fact sheet will be given to each student.

Working Conditions in Factories: Pre-Civil War

The following brief descriptions of working conditions were gathered from the several sources.

1. 1833—Homeworkers earned $1.25 weekly and less.
   Childless person earned $58.50 annually.
   Person with child earned $36.40 annually.
2. 1836—A worker earned 25¢ to 37½¢ daily, working 12½ to 16 hours daily.
3. The workday in Paterson, N.J. factories began at 4:30 am with time off for breakfast and dinner.
4. Conditions in the Lowell factories:
   Wages: $2 weekly plus board.
   Hours: 5 am - 7 pm.
   One-half hour off for breakfast and dinner.
   Six workers slept in a boarding house room.
   Workers were subject to wage cuts and speed-ups.
5. Mill workers were often forced to buy at company stores. Sometimes factories paid their people's wages in store orders during 1820's-1830's.
6. In the Massachusetts mill towns, workers' lives were severely regulated (i.e., must attend church, must not stay out late, must not complain).
7. "The Rev. M. Ely remarked in 1829 that a slave in the states of Kentucky, Virginia & Tennessee was actually much better compensated than workers in the Empire City."
8. Mill owners forced workers to sign yellow dog contracts and also kept blacklists of workers who were considered agitators.
9. Workers in Paterson, N. J. complained that they were punished for lateness by having their salary deducted: one-half daily labor deducted for being five minutes late.
10. 1834—Wages in Lowell factories were cut 15%.

Teacher Directions 3:

Given these conditions, review with your class the possible options for change.

Possible Options for Change:

1. Send a petition to the government to protest pay of workers.
2. Go out on strike. Show solidarity with a public march.
3. Hold meetings to protest a wage cut.
4. Develop protest songs to inspire workers.
5. Publish a newspaper which carries articles portraying the actual factory conditions.
6. Promote and/or harass politicians who agree/disagree with your cause. Become political!
7. Organize workers in your factory into a union.
8. Go into factories where scabs are working and pull them off those machines!
9. Hold public meetings where the factory owners might be denounced as being part of the monied aristocracy who exploited workers.
10. Draw up a list of resolutions to present to management, and stay out of work until those resolutions are met.
11. Arm yourself and seize control of a mill.
12. Appear before legislative committees to influence the passage of laws in your favor.

Questions to the Class:

a. Which options do you think were chosen by workers to change their conditions?
b. Given those options, what characteristics might the people have who actually took those actions for change?

Teacher Directions 4:

Inform students that, in fact, all the given "possible options" were taken and the people who took them were women workers. Discuss students' reactions to the historical evidence.

Actual Actions for Change:

1824–Pawtucket, R.I.–202 women on strike, joined men workers, held separate meetings, opposed wage cut and longer hours.
1828–Dover, N.H.–First strike by women without men.
1829–Philadelphia, Pa.–Nine women and 138 men sent petitions to War Department protesting 50 cents daily wage and workday from dawn to dusk.
1834–Lowell, Mass.–Strike. First time a single woman spoke in public about the "Rights of women and the inequities of the monied aristocracy." Succeeded in rallying women to leave the mills.
1836–Lowell, Mass.–Strike. Used rallying song of protest, "I can't be a nun."
1835 (sic) Paterson, N.J.–Strike. Work day cut from 12 to 10 hours.
1836–Lynn, Mass.–Strike of shoe workers.
Strikes repeated in Manchester, Taunton and Pittsburgh. General opposition to wage cuts and speed-ups of production. Strike pattern consisted of the following procedure:

Leave the mill.
Form a procession or hold a mass meeting.
Make speeches and pass resolutions.
Strike leaders usually blacklisted.

1842—*The Factory Girl* (newspaper) established, presenting the reality of factory life.

1843—Chicopee, Mass.—Strike.

1845, 1848—Pittsburgh/Allegheny region—Strike for a ten-hour working day. Armed women seized a mill, forced scab workers from their machines and closed the factory.

1845—Petitioned the Massachusetts State Legislature about Lowell factory conditions. Attended state's hearings, appeared as witnesses and made demands for a ten-hour day. Persuaded the legislators to investigate the Lowell mills, but they ruled in favor of the mill owners.

1846—An association of women workers in all the Lowell mills pledged not to work; prevented a wage cut and work speed-up.

A weekly newspaper, *Voice of Industry,* founded by Sara Bagley, which agitated for labor reform, published articles, songs and stories by the working women of Lowell.

Labor Organizations:

1830's—United Tailoresses Society of New York—led by Lavinia Wright and Louise Mitchell.

Ladies Shoe Binders of Lynn, Mass.

1846—Lowell Female Labor Reform Association—led by Sara Bagley. Organized by over 120 women. Set up the Industrial Lyceum where lecturers spoke on the need for a ten-hour day.

Factory Girls Association—Coordinated Lowell Strike of 1836.

Lowell Improvement Circle—Women tried to improve minds and to dispel idea that they were just machines.

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Feminist Studies

THE SCHOOLS AND SEX-ROLE STEREOTYPING

CAROL AHLUM *and* **JACKIE FRALLEY,** *Amherst, Massachusetts. The authors are now compiling a handbook of materials from high school feminist studies teachers, to be published by the Clearinghouse on Women's Studies and KNOW Press.*

A **teacher at a Boston junior high school has an** unusual focus for her ancient history courses. In addition to providing the usual information about the lives of famous men, she also teaches about the lives of women and children. This approach identifies her as one of a small but growing number of teachers who are helping students question society's differential treatment of men and women. All of these teachers share the understanding that both women and men are detrimentally affected by the old assumption that men are superior to women. This understanding is the core of feminism.

By the very nature of the subject, feminist courses are interdisciplinary, problem-oriented, and personal. For example, in a Women in Society course in a suburban high school in Massachusetts, students use various frameworks to discuss the forces and institutions that affect women's lives. Is a woman's identity determined by her biology or her socialization? Are women oppressed? (If so, by whom or what?) Do women have a history and culture of their own?

Students in the course, including a few males, look at their own lives in order to understand the lives of women generally. They also look at the lives of others. Class discussions flow from assignments, such as conducting an in-depth interview of a female relative about her childhood or adolescence; reading fiction and autobiography about growing up (e.g. *Memories of a Catholic Girlhood*, by Mary McCarthy; *A Tree Grows in Brooklyn*, by Betty Smith; "Down with Childhood," in *The Dialectic of Sex*, by Shulamith Firestone; a story by Marge Piercy in *The Bold New Women*, edited by Barbara A. Wasserman); and by studying psychological, physiological, and anthropological information about adolescence (e.g., *Our Bodies, Our Selves*, New England Free Press, 791 Tremont St., Boston 02118; *How To Take the Worry Out of Being Close*, by M. and R. Gray, P.O. Box 822, Oakland, CA 94612; and *Sex and Temperament in Three Primitive Societies*, by Margaret Mead).

In the best feminist curriculum, the consideration of race and class is interwoven with the analysis of sex stereotyping. For example, at an urban high school in New Jersey a teacher presenting units on sex-role socialization plans assignments which show these interconnections. In her integrated class, a comparative analysis of the stereotyped images of men and women in the ads of *Life* and *Ebony* magazines led students to question why they held different images of women and men. This teacher runs her classroom like a laboratory. The class might separate into two's to discuss and tape-record feelings about women's liberation and then replay their conversations before the group. Or they might role play or brainstorm.

The excitement of exploring untraveled ground characterized the History of Women course at a Wyoming high school last spring. The teacher was a man who became involved in a feminist curriculum because of his interest in incorporating current issues into his teaching of history. Using Eleanor Flexner's *Century of Struggle* as the text, he supplemented students' reading with brief primary source excerpts about the anthropological roots of sex-role differences and the status of women in earlier times.

In the spring of 1970, students at a high school on Long Island requested a course about women and asked a teacher (and feminist) and students from SUNY/College at Old Westbury to help them set it up. The Women in Society course, offered that fall, focused on consciousness-raising in which students talked about their own sex-role socialization and that of women and men generally. As the class progressed, students decided to produce a play to present their ideas to fellow students in the American history program. After each presentation of their musical skit, "You've Come a Long Way, Baby," the class conducted small-group workshops about the issues in the play.

Another skit, "Some of My Best Friends are Women," was produced the following semester, the second time the course was taught. Students performed the skit at a statewide conference on the social studies in March 1972. Here, too, they conducted a workshop-type discussion about the play, this time with 100 teachers, curriculum developers, and textbook editors.

Good feminist courses can't be copied; they grow out of the teacher's awareness of student needs and concerns. But a teacher who is interested in developing such a course can learn much by sharing the ideas and materials of those who have already developed this kind of curriculum.

The Clearinghouse on Women's Studies has published a list of high school feminist studies for teachers. The Feminist Press also has free materials available. The mailing address for both organizations is: SUNY/College at Old Westbury, Old Westbury, NY 11568. Other resource groups, which will send material if you enclose a large self-addressed, stamped, return envelope, include: KNOW Press, P.O. Box 86031, Pittsburgh 15221; and the Women's History Research Center, Inc. (which also asks for a donation) 2325 Oak St., Berkeley, CA 94708.

Resources for courses can be found in everyone's area. So hunt around for local feminist groups and ask them for advice and materials. ☐

SUGGESTIONS FOR USING THE AWARENESS GAME, "WHATEVER HAPPENED TO DEBBIE KRAFT?" * (30-60 minutes)

"Whatever Happened to Debbie Kraft?" gives people a view of the choices --- and disappointments --- faced by a typical young woman. The game can be used by an entire class (e.g. family living, work awareness, social studies) or by a small group or an individual at a counseling/guidance conference.

Distribute the game, but ask people to keep the booklet closed and wait for instructions. Then read the directions on the first page with the whole group. When introducing "Debbie Kraft" stress the importance of people's careful and serious involvement in the game, and ask that comments be reserved until all members of the group have finished going through the game.

Some people resist going through the entire activity. Their objection is that the cards are stacked against Debbie. You can respond to such a reaction by agreeing, noting that this is indeed the case for many women. (Statistics from the Women's Bureau, U.S. Department of Labor validate this.)

If some people finish the game earlier than others, suggest that they read additional information about women, families, and work. The Women's Bureau, U.S. Department of Labor, has many relevant booklets, brochures, and handouts. In addition, see "Women & Work" handout, workshop #2.

After everyone has completed going through "Whatever Happened to Debbie Kraft?" the group can discuss reactions to Debbie's life experience. You can use the questions on page 11 of the booklet to guide discussion. Some part of the discussion should focus on exploring what each participant would have done, individually and/or collectively, to help Debbie become better prepared for an independent, self-fulfilled adulthood.

To help people better understand Debbie's psychological frustrations and to explain how Debbie got to be where she did, you can present selections from Training A Woman to Know Her Place: The Social Antecedents of Women in the World of Work, by Sandra Bem and Daryl Bem. Available free from the Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

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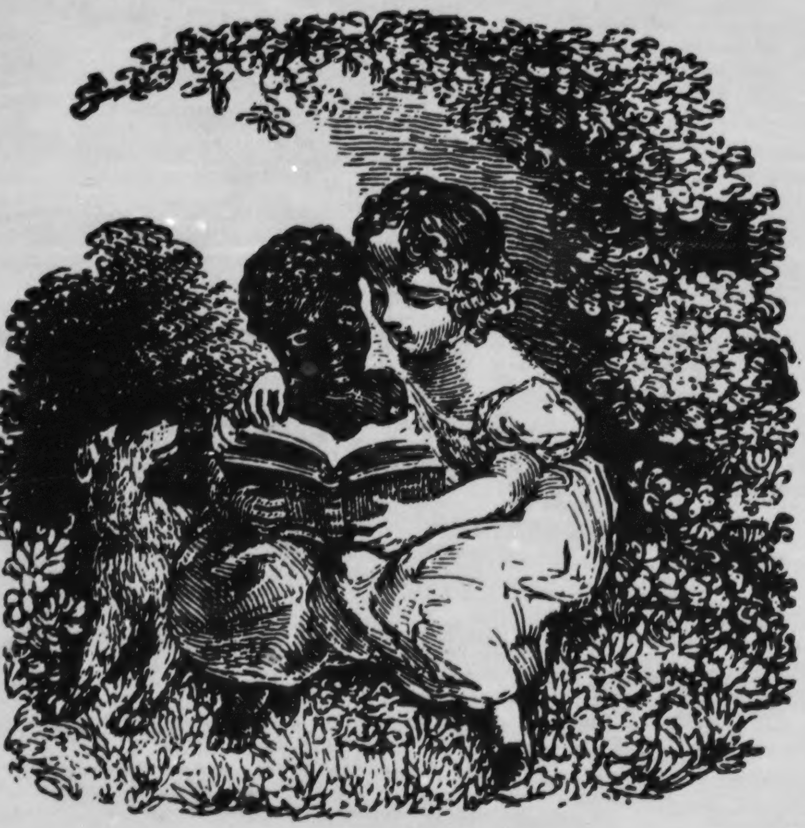
*"Whatever Happened to Debbie Kraft?" is available from Feminists Northwest, 5038 Nicklas Pl. NE; Seattle WA 98105. 75¢ single copies; 50¢ for 10 copies or more.

Two Strikes Against: Sex and Race

Reprinted from Colloquy,
vol 6, no. 9 (Nov 1973)

BY JOANNA MILLER



"You know, there's really nothing about *us* in those history books in school," seventeen-year-old Debbie declared. By the "us" she meant Black women—and yes, most of us knew all too well. Our discussion took place during a meeting of a community youth group organized to study Black history and culture. The members of the group, all high school students, were eager to learn all they could about the positive role of Black people in the growth and development of this country. Although most could not define the term "institutional racism," they felt cheated by a school curriculum which made only shallow mention of a few token Blacks.

"Usually the history books talk about Booker T. Washington and George Washington Carver, but what about the women?" Debbie wanted to know. What about them? A recent assignment given me in my Women's Studies class at college was to take a high school American history book and count the number of references to women as compared with the number of references to men. In my son's 914-page volume of *United States History* (by Ruth Wood Gavin, D.C. Heath and Co., 1960 edition) I found the names of twenty-three women among those of several hundred men (three of them Black). *None* of the women was Black! Upon comparing my results with those of students using other high school texts, I found that the exclusion of Black women was the rule rather than the exception.

If one is to accept the historical completeness and accuracy of these books, it would seem that Black women have done little else than pick cotton for the last 350 years. Our existence on this continent is usually acknowledged in these books by illustrations of Black women, heads bound with rags, bending over in the cotton field. The impersonal presentation given the Black slave woman by most history textbooks seems to reinforce the stereotyped image of her as a chattel, devoid of any humanity.

TWO STRIKES AGAINST:

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Slave narratives written by these women tell a different story. They speak of strong women who were able to survive the lash, the branding iron, sexual assault, and enforced separation from their families. They tell of acts of heroism, unselfishly committed in order to help a Black brother or sister. These women did not just sit back and wait to be emancipated, but were active and—in many instances—revolutionary workers for their own and the Black man's freedom. From the midst of their desperate circumstances sprang poets and patriots.

The daughters of slave women, in the tradition of their foremothers, persistently worked for the betterment of their social and economic conditions. They became political, taking part in the suffrage and temperance movements along with their white counterparts. They built schools, fought lynchings, established businesses, relief societies, and cultural organizations. Their artistic contributions in the fields of literature, art, and music were many.

Where are these women in our children's books? I asked this question of school administrators in my local district. The two answers I received were: lack of suitable materials and lack of funds to replace existing textbooks with new ones. Meanwhile, naive young readers of history texts take it for granted that they are getting a true and complete picture of America's past. They believe that those missing from the pages of these books have made little or no worthwhile contribution and assign them an inferior status.

When people are told they have no past, it is easy to make them believe they have no future. Role models in history and literature are extremely important to the minority child whose daily experiences bring him or her into contact with a world that is hostile or indifferent. Twelve-year-old Thelma, a young friend, told me of her love for books about Black family life. Although she is not exposed to these books in her classrooms at school, a friendly and sensitive librarian has kept her supplied with new titles on her frequent visits to the bookmobile. Thelma's favorite story is the biography of the abolitionist-activist Harriet Tubman, which she has read many times. When I asked her what kind of book she would write if she could pick any subject at all, her revealing answer was, "Why, one about me."

The omission of the study of Black women in school curriculum has produced a negative effect on white as well as Black children. The distorted images of Black women held by whites who have had little or no contact with them on a personal level are the cause of needless fears and prejudices. In the fall 1972 issue of *Contact* magazine, Verta Mae—famed for her soul food restaurant and cookbook—cites an experience which typifies the application of the commonly held stereotyped image of the Black woman as maid or mammy. Financially able to enroll her daughter in an exclusive Manhattan school, Verta Mae accompanied her there only to be mistaken for a maid by the child's white classmates. Verta Mae's story is titled, "That Ain't No Maid. Tha's my Mother."

Miseducation or lack of information about women both white and Black has led to a communication gap between the two groups. This is apparent in the misunderstandings that have occurred between white women in the women's liberation movement and Black women who refuse to be a part of it. In the course of my work with a Concerned Parents Committee, formed to ameliorate racial tension in the local high school, it became evident that the causes of most racial incidents were disagreements between Black and white *girls*, with the boys choosing sides along racial lines to do the actual fighting. At the highly integrated college that I attend there is great polarization between the Black and white female students. In dealing with Black women, most often the white woman fails to take into account the historical differences between the Black woman and herself. How could she know about them? She didn't learn about them in school. The Black woman, on the other hand, does not know about the historical similarities she has with the white woman.

Black women share history's neglect with Black men and white women, but we have two strikes against us—our race and our sex. We have been the unseen persons whose labor and love have undergirded this society. Our story needs to be told in different ways in the different voices of our variegated experience. The following list contains titles of books that tell our story. Hopefully, with the perseverance of the Thelma's and the Debbie's of the world, this list will grow.

The Black Woman: An Anthology, edited by Toni Cade. New York: New American Library, 1970. High school and up.

Black Women in White America, edited by Gerda Lerner. New York: Pantheon Books, 1972. Junior high and up.

Crusade for Justice: The Autobiography of Ida B. Wells. Chicago, Ill.: University of Chicago Press, 1970. Junior high and up.

Harriet Tubman. Ann Petry. New York: Archway Editions. Grades 6 through 9.

I, Charlotte Forten, Black and Free. Polly Longworth. New York: Crowell, 1970. Grades 5 through 8.

Mary McLeod Bethune. Emma Gelders Sterner. New York: Alfred A. Knopf, 1957. Junior high and up.

Narrative of Soujourner Truth, written by herself. Boston: Boston Book and Art. Junior high and up.

Silent Voices. Josephine Carson. New York: Delacorte Press, 1969. High school and up.

Tomorrow's Tomorrow. Joyce Ladner. New York: Doubleday, 1972. High school and up.

"Two Strikes Against: Sex and Race" by Joanna Miller. Copyright 1973 by The Feminist Press.

D RACE.

WORKSHOP 6: SEXIST LANGUAGE

Time: 2 to 2 1/2 hours

Trainers' pages are numbered T 6-1 to T 6-19; handout materials are numbered H 6-1 to H 6-15.

Purpose: To enable participants to:

1. recognize the subtleties and pervasiveness of sex-bias throughout our culture by examining in depth one aspect of that culture: language.
2. practice generating nonsexist alternatives to sex-biased language.

Materials needed:

1. Sufficient copies of handouts (one for each participant):

   "The Generic: How Can A Woman Man a Space Flight?"

   "Woman---Which Includes Man, Of Course"

   "Avoiding Sexist Language" worksheet

   Cartoon from Colloquy

   "Women and the Language of Inequality," by Elizabeth Burr, Susan Dunn, and Norma Farquahar

2. Sufficient copies of: (if possible one for each participant; otherwise can be shared)

   "Guidelines for Improving the Image of Women in Texts," Scott Foresman

   "Guidelines for Combatting Sexism in Language," McGraw Hill

3. Chalkboard, chalk

   9 large sheets of chartpaper (2' x 3'), felt pen, easel or card stand, tape

   (for optional activity) timed data from a conversation or discussion from an earlier workshop, analysed according to the suggested form, page T 6-14.

4. (optional) Sufficient copies of handouts (one for each participant):

   "Conversation analysis chart" (blank)

   "Conversation analysis chart" (with data from analysed conversation recorded earlier in the workshop series)

Room arrangement: moveable chairs, first in a semi-circular arrangement for presentation and discussion.

Advance preparation: Write italicized sentences from the handout "The Generic: How Can A Woman Man A Space Flight?" in the following groupings (use felt pen on large sheets of chartpaper (2' x 3' or larger); place the paper on an easel or card stand so that the pages can be flipped one at a time):

*Put sentences #1 and #2 together:

1) *The man of tomorrow will benefit from a truly pluralistic society.*
2) *Man is a thinking species, and consequently can plan to adapt.*

*Put sentences #3 and #4 on the next sheet:

3) *A man can no longer expect his father to give him land for farming.*
4) *A man's home is his castle.*

*Put sentences #5 and #6 on the third sheet:

5) *All men are created equal.*
6) *The Black man in America has a history seldom recognized or taught.*

*Put sentences #7 and #8 on the fourth sheet. Sentence #7 should have a flap covering the second part of the sentence:

7) *As man moved Westward, he left behind loved ones: wives, children and parents.*

Sentence #8 should also have a flap covering the second part of the sentence:

8) *To survive, man needs food, water, shelter, and female companionship.*

*Put sentences #9 and #10 on the fifth sheet:

9) *The average American does not himself manufacture most of the things his wife and children need.*
10) *For the vestivities, the Indians dressed in boldly feathered costumes and accented their faces with designs from colorful dyes. Women, too, painted their faces.*

*Put sentences #11, 13, and 15 on the sixth sheet:

11) *The pioneers moved Westward.*
13) *Pioneer women often found their isolation intolerable.*
15) *Pioneer men often found the trails impassable.*

*Put sentences #12, 14, and 16 on the seventh sheet:

12) *Workers began to join unions.*
14) *Workers and their wives suffered innumerable hardships.*
16) *Workers and their wives or husbands organized around higher wages.*

*Put sentences #17, 18, and 19 on the eighth sheet. Put a flap covering sentence #19:

17) *It has been falsely said that the Greeks mistreated their wives.*
18) *It has been falsely said that the Greeks were mistreated by their husbands.*

19) *It has been falsely said that Greek husbands mistreated Greek wives.*
or *It has been falsely said that in Greek society, husbands mistreated wives.*

*Put sentences #20 and 21 on the ninth sheet:

20) *Every elementary school teacher should confer weekly with her principal.*
21) *A good nurse has one outstanding quality: she must be skilled in human relations.*

OVERVIEW:*

I. What's in a Word?	20-25 minutes
II. "The Generic: How Can A Woman Man A Space Flight?	20-30 minutes
III. "Woman--Which Includes Man, Of Course"	20-25 minutes
IV. Generating alternatives to sexist language	30-45 minutes
V. (optional) Male/female conversational patterns	10-15 minutes

*Begin the workshop with introductions of trainers and participants if people have not met before.

I. INTRODUCTORY ACTIVITY: WHAT'S IN A WORD?

This activity enables participants to begin questioning the sex-bias inherent in our everyday language usage.

1. Begin the activity by asking for a show of hands on the following questions:

   a. How many of you feel that the English language is sexist?

   b. How many of you feel that the English language is neutral with regard to sex bias?

   c. How many of you are fluent speakers of another language? Which language(s)?

   d. (Ask separately for each other language) Do you feel that this other language exhibits sex-bias? Can you give us some examples?

2. Explain the purpose of this workshop (suggested comments):

   "In this workshop you will have the opportunity to take a more detailed look at one aspect of sex bias in education. Language was chosen to be examined because its usage spans all levels and all areas of schooling. Whether one is an elementary teacher or a superintendent, a student or school secretary, we all use language as a common and necessary part of our learning experiences and work.

   "Just as children learn from parents and teachers how to dress, manners, what time to go to bed, acceptable behavior, etc., they also learn attitudes from the language used by people surrounding them. Thus language is a socializing agent which, along with the family, peers, school, television, and religious institutions, influences (among other behaviors) sex role learning."

   "It is important to look at language because language is like a living laboratory, one in which we can examine the assumptions and attitudes of particular individuals and of society as a whole. For example, if a person talks of 'niggers, broads and squaws,' we recognize that the speaker probably has certain racist and sexist assumptions. Language then, in a sence, mirrors the interior thoughts of a person, reflecting a particular view of the world.

   In the following activities, some men may react defensively, so it is important initially to establish a mood of cooperative exploration. You might explain:

   "We did not 'invent' the language we are about to examine, and therefore we should not feel guilty or responsible for its existence. Both men and women use sexist terminology. Nevertheless, this should not excuse us from consciously examining our language for biased content, and concerning ourselves with the effects of its usage on the attitudes and behaviors of people."

Encourage participants to assume the role of a scientist. Suggest that their language--an "unknown" substance which they are about to examine---is lying before them. Their task, then, is to examine that "unknown" as objectively as possible.

It's best to go through the activities one after another to point out the bias in our language and to illustrate the psychological effects of the bias. Ask participants to postpone a more lengthy discussion until the end of the workshop.

3. Request that participants close their eyes, relax, and pay attention to the images that are evoked in their minds while you read the following words:

   "youth, sergeant, lover, thief, traveler, principal, juvenile, murderer, officer, writer, comrade, student, president, worker, scoundrel, boss, citizen, slave, manufacturer"

4. Discussion questions:

   a. What images came to mind?

   b. Were most of your images male? any females?

   c. How many of you visualized mostly males? Mostly females?

   Participants will probably establish the language phenomenon that most of these so-called "Neutral" words elicit images of males in our minds.

5. Point out that there is nothing inherent in the words "traveler," "citizen," "youth," "writer," etc. which says they are "male." If you look up the meaning of "traveler" in the dictionary, it does not say "male who travels," but "one who travels." Yet when we read these words our image is that of a male.

6. Suggest that participants again focus on the words that were read aloud (See #3, above) you may want to reread the list or name a few of the words to refresh participants' memories.

   Ask participants if they can use any of the words in a sentence to assure that the reader/listener will know that they are talking about a female.

   Participants will probably say: "What about the '-ette' or '-ess' ending?" "How about using a pronoun?"

   Write two or three responses on the chalkboard, or use the examples listed below if participants fail to generate any:

   *The principal grabbed her assessment sheet.

   *The murderess was sentenced to life imprisonment.

   *Meeting another female traveler was the highlight of my trip.

Point out that in each case, we have to "mark" somehow the presence of a female, as in adding -ess to "murderer," female to "traveler," or by using the pronoun her.

Suggested comment:

> "Marking is a form of 'corrective' action in the language to include those who are 'left out' of the language norm. 'Marking' is also used to identify people of color. A newspaper may refer to Shirley Chisholm as a 'Black female Congressman,' but would never call John Tunney a ' white male Senator'---he is simply a Senator from California. The assumption in our minds is that people are white and male, unless otherwise identified or 'marked.'"

Suggested question: What subtle effect do you think marking has on the self-concept of women? or men?

7. Ask participants to speculate on why so called "neutral" words inspire male images.

A probable participant response to this question is that past experience has taught us to think in terms of males when we hear these words. For example, there are more male murderers than female murderers; or the citizenry of males may be more outstanding in our minds because more males than females have appeared to be active in political affairs.

You may want to ask how this analysis applies to words such as "youth," "juvenile," and "student"? --- for which there has been slightly more female population than male.

You might raise the following question:

"How does the generic usage of man and male pronouns (he, his, him) contribute to the assignment of male images to seemingly "neutral" words? When a two year old child begins to speak, does she/he understand that the generic applies to both females and males? Or does she/he learn a language system in which the male image is predominant and the female is mainly invisible?" (Activity II of this workshop explores the generic "man" in greater detail.)

Another anticipated participant response may be that if you had used words such as "secretary," "nurse," and "housekeeper," the images would have been female. In responding to this comment, you may want to consider the following:

a. It is true that the words "secretary," "nurse," and "housekeeper" evoke female images. However, there are only a few words that do, compared to the many words that evoke male images.

b. Notice that these words are all occupations in which women constitute an overwhelming majority.

c. On the other hand, the list read earlier contains mostly words which connote categories which include women and men in relatively equal numbers (in fact, females constitute a majority of the youth, juvenile, and citizen population). Yet the image we associate with these words are almost exclusively male.

d. Words like "boxer," "mechanic," "pilot," "welder," etc. are more comparable with those listed in a above, than those read in the list at the beginning of the activity.

8. Suggested conclusion for this activity:

"So on the one hand, our experience suggests male association with the words on the list. And on the other hand--since we grow up hearing and using the male generic in connection with these words---the very structure of the language confirms our male images.

"But regardless of why we have mostly male images, we have them. And the point is that our language does not inspire mental images which generally include females. This is what is meant by the idea that language is a living laboratory which reflects our mental assumptions and biases.

"As educators and parents, we should be particularly concerned about harmful effects of this phenomenon on the self-concept and aspirations of girls, as well as the creation of a false sense of superiority in boys."

II. "THE GENERIC: HOW CAN A WOMAN MAN A SPACE FLIGHT?"

In this activity, participants will further examine generic usage and discover its ambiguity and inconsistency.

1. Suggest to participants that you move from looking at individual words to looking at generic usage in sentences. Ask participants:

a. How many of you have ever objected to the use of the generic "man" in some form or other, e.g. "chairman," "mailman," "man on the street"?

b. What sorts of reactions have you received to your objection?

2. a. Hold up (or use easel) sentences #1 and #2 (prepared prior to the workshop (see Advance preparation, page T 6-2):

1) *The man of tomorrow will benefit from a truly pluralistic society.*
2) *Man is a thinking species, and consequently can plan to adapt.*

Ask participants how the word "man" is being used. Participants will probably agree that "man" is being used generically---to include both women and men.

b. Hold up (or turn to) sentences #3 and #4:

3) A man can no longer expect his father to give him land for farming.
4) A man's home is his castle.

Again ask what the word "man" means in these sentences. Is "man" used generically, or does it refer to a specific gender (male)?

After reaching agreement that here "man" means "male," summarize that there are, therefore, two meanings for the word man -- a generic meaning and a gender-specific meaning.

c. Turn to the third pair of sentences:

5) All men are created equal.
6) The Black man in America has a history seldom recognized or taught.

Ask what the meaning of "man" is in these two sentences.

In the ensuing discussion, point out that when the Declaration of Independence was signed (sentence #5), the word was not used generically, but meant specifically, "white, property-holding males." The summarizing point about this third pair of sentences is that the meanings of "man" are interchangeable, depending upon the purposes of the user. For sentence #6, an historian schooled in history which focuses only on males might use the sentence in reference only to Black males. But a listener who was studying the lives of Mary Church Terrell (prominent organizer of Black women), Frances Harper (early anti-slavery worker), and Susie King Taylor (born a slave, became an organizer and nurse) might interpret "The Black man" to mean both women and men. Point out that it is here that confusion from having one word with two meanings begins to surface.

3. Turn to the next pair of sentences (#7 and #8) as examples of further confusion caused by the generic usage. Flaps should cover the latter parts of both sentences:

7) As man moved west, he left behind loved ones; wives, children, and parents.

8) To survive, man needs food, water, shelter, and female companionship.

a. Ask participants how "man" is being used in these sentences. Participants will probably agree that the usage is generic.

b. Now lift the flaps and ask participants what they notice. Participants will probably see the mid-sentence switch from generic meaning to male-specific meaning. Now turn to sentences #9 and #10.

Point out that this delayed qualification of a supposedly generic term as "male" also frequently occurs in generic nationalities and ethnic groups, as in the following examples:

9) The average American does not himself manufacture most of the things that his wife and children need.

and

10) For the festivities, the Indians dressed in boldly feathered costumes, and accented their faces with designs from colorful dyes. Women, too, painted their faces.

Ask participants what each of these statements say about women in our society. Points made in discussion will probably include that women are insignificant, invisible, not the "average American," not "Indians," and not--at time--a member of the human specie--known as man.

4. The next six sentences (#11-#16) deal with generic terms which do not make it clear whether the underlined terms refer to both men and women, or to men exclusively. Ask participants the following sequence of questions:

   a. If a textbook says *11) The pioneers moved Westward.* how might we interpret the word pioneers?

      If that same textbook later refers to pioneer women, as in

      13) Pioneer women often found their isolation intolerable.

      but seldom or never says: *15) Pioneer men often found the trails impassable.*

      what does that then tell us about our original assumption of the word pioneers?

   b. Turn to the next sequence of sentences (#12, 14, 16) Ask participants to look at sentence #12:

      12) Workers began to form unions.

      How do they interpret the word workers?

      If later in the same text they came across the sentence:

      14) Workers and their wives suffered innumerable hardships.

      but seldom or never saw a sentence like:

      16) Workers and their wives or husbands organized around higher wages.

what does that tell about their interpretation of the word workers in the original sentence?

5. Examine the remaining sentences (#17, #18) (#19 should be covered with a flap).

   a. Read sentence #17 aloud:

      17) It has been falsely said that the Greeks mistreated their wives.

      Ask what the sentence implies about the nationality of the wives. What kind of bias is present in this sentence?

   b. Read sentence #18 aloud:

      18) It has been falsely said that the Greeks were mistreated by their husbands.

      Ask participants what kind of bias is present in this sentence.

   c. Ask participants to develop a more egalitarian version of the same sentence.

   d. After participants have suggested a number of egalitarian alternatives, uncover sentence #19 and read it aloud:

      19) It has been falsely said that Greek husbands mistreated Greek wives.

      or

      It has been falsely said that in Greek society, husbands mistreated wives.

6. As a final point, recall that people often justify generic usage by saying that children are taught that the generic means both females and males...that man/he/him/his are the forms to use when the sex is unknown, uncertain, or includes both. Turn to the final sentences (#20, 21):

   20) Every elementary school teacher should confer weekly with her principal.
   21) A good nurse has one outstanding quality: she must be skilled in human relations.

   Ask participants why, if we are taught these "rules" about the generic, we regularly use the generic "she" in our society when talking about elementary school teachers, consumers, nurses, and secretaries.

7. As a parting remark, you may want to summarize the comments and research described under "IN CONCLUSION" of the handout "The Generic: How Can A Woman Man A Space Flight?"

8. Distribute copies of the handout "The Generic: How Can A Woman Man A Space Flight?"

III. "WOMAN---WHICH INCLUDES MAN, OF COURSE"

In this awareness activity, participants will experience a fantasy world in which the generic is female so as to understand better the effects of male generic usage upon self-concept and aspirations of females.

1. Ask participants to arrange themselves in a circle.

2. Suggested introduction:

   "We live in a world in which the male is emphasized through the structures of our language. In order to understand better how this occurs and what the effects of such usage are, we are going to take time to imagine ourselves in a world where the language reflects a female orientation."

   Suggest that participants relax, close their eyes, and let their feelings and imaginations flow freely. Emphasize the importance of closing one's eyes to experience the reading to its optimum.

3. Real aloud, "Woman---Which Includes Man, Of Course," adapted from Theodora Wells.

4. Encourage participants to share their reactions to the reading. If there are no voluntary responses, you might ask one or more of the following questions:

   a. What were your feelings during the reading? Did the use of the generic "woman" make a difference in your self-concept? In what ways? Did men have a different reaction from women?

   b. Since the generic "man" has been in use for so long, would you have any objections to using the generic "woman" for the next thousand years? Why? Why not?

   Try to focus the discussion on the way generic usage (either female or male-oriented) makes the participants feel. See that both women and men have a chance to respond.

5. After about 10 minutes of discussion, distribute copies of "Woman---Which Includes Man, Of Course" to participants.

IV. GENERATING ALTERNATIVES TO SEXIST LANGUAGE (30-45 minutes)

In this activity, participants will have the opportunity to generate new alternatives for outdated sexist phraseology.

1. Explain to participants that since we have had some common experiences pointing out the importance of language in our lives, we can turn to an examination of a variety of commonly-used terms which reflect, in assorted ways, a sex-bias that is damaging to people.

2. Ask participants to form work groups of three people each.

3. Distribute the handout "Avoiding Sexist Language".

4. Suggest that participants work for about 30 minutes to come up with alternative terms in each of the categories. They may choose to (1) omit the term entirely; (2) replace it with an existing word or phrase; (3) modify parts of the word; or (4) invent a new word.

5. After 30 minutes, ask the following questions of the whole group:

   a. Were there particular areas in which you found it difficult to generate alternatives? Can anyone help out in these areas?

   b. Which parts of the language seem to be gliding easily into newer forms? e.g. fireman firefighter; he s/he

   c. Ask two or three groups to read their alternative to the final paragraph. Invite comments from other participants.

6. As a final comment, you might say:

   "Language is always changing; it is never constant. Currently we are going through a period of rapid change in which people are experimenting with a wide variety of possible alternatives to sexist terminology."

   Ask participants if any of them have been working to discontinue using some of the sexist terms that they've been accustomed to.

   Suggested conclusion:

   "I'd suggest that people try using forms which seem least awkward to each of us individually. Some collective sense of an "appropriate" term will come later. For example, *s/he* is beginning to appear quite regularly in written work, even though other alternatives for the generic *he* have been experimented with: *hesh*, *she or he*, *te*, and others.

   "When one changes language, it seems awkward at first, like rollerskating or driving a car for the first time. But soon people will find themselves using forms such as *mail carrier*, *firefighter*, and *police officer*, as if the generic *man* had never been used.

"And most importantly, children, hearing such egalitarian terminology, will be more likely to picture a world in which women and men are free to express their talents and aspirations across traditionally limiting sex boundaries."

WORKSHEET: AVOIDING SEXIST LANGUAGE

1. Dealing with the omission of women

a. Use of the generic "man" and "he" to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

SEXIST	POSSIBLE ALTERNATIVES
early man	*early humans, early women and men*
Neanderthal man	*Neanderthal, Neanderthal men and women*
When man invented the wheel	*When the wheel was invented* *When people invented the wheel*
History of the Black Man in America	*History of Black People in America*
he (generic)	*s/he, she or he, one, hesh*

b. Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

congressman - *members of congress, congressperson, congresswomen and congressmen*

caveman - *cave dweller, cave people*

fireman - *firefighter*

policeman - *police officer*

man-made - *people-made, manufactured, synthetic*

right-hand-man - *aide, assistant, right-hand helper, right-hand-staffer*

middleman - *middleperson, intermediary, go between, middle*

craftsmanship - *quality of work, craftship, craftspersonship*

Dear Sirs: (Gentlemen:) - *Dear people:, Gentlepeople:, Dear friends:, To Whom It May Concern:, Dear Secretary (title or profession, e.g., "teacher," "doctor," "supervisor," etc.)*

manhole cover - *sewer cover*

c. A patronizing tone toward women, created by euphemisms, diminutive suffixes, and a lack of parallelism, should be avoided. References to a woman's appearance, marital status, and family should not be made unless these items would be noteworthy in referring to a man in the same context.

the fair sex; the weaker sex - *women*

girls in the office - *women in the office, office staff*

sculptress, suffragette, poetess aviatrix, etc. - *sculptor, suffragist, poet, aviator, etc.*

man and wife - *wife and husband, man and woman*

old maid - *woman, single woman*

libber - *supporter of equal rights, feminist, liberationist*

broad - *woman*

chick - *woman*

career girl - *(name of woman's work or profession) editor, agent, etc.*

The works of Hemingway, Steinbeck, and Miss Buck were widely read. - *The works of Hemingway, Steinbeck, and Buck were widely read.*

Mr. McAllister runs the garage in partnership with his wife, a striking blond who mans the pumps. - *Mr. McAllister, a handsome man with a full read beard and a mane of tawny hair runs a garage in partnership with Mrs. McAllister a striking blond who works the pumps.*

OR

Mr. and Mrs. McAllister run a garage.

d. One should be cautious when assigning certain activities or roles to people, or otherwise differentiate between people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role.

the founding fathers - *the founders, the founding mothers and fathers*

Pioneers moved West, taking their wives and children with them. - *Pioneer families moved West.*

OR

Pioneer women and men moved West, taking the children with them.

In New England, the typical farm was so small that the owner and his sons could take care of it by themselves. - *In New England, the typical farm was so small that the owners and their children could take care of it by themselves.*

e. When creating spelling, math, and other exercises using fictitious people, make sure that stereotypes are not perpetuated.

Al listened patiently to the ladies chatter. - *Al listened patiently while the women talked.*

WORKSHEET: AVOIDING SEXIST LANGUAGE, P. 3

Susie bought a doll for $4.95 and Billy bought a toy truck for $3.50. -	*Susie bought a soccerball for $4.95 and Billy bought a toy sewing machine for $3.50.*

f. Words like "spokesperson" and "chairperson" introduced into the language to prevent the omission of women should not be applied to women only. When "--person" is used, it refers to either a man or a woman.

Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union. -	*Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesperson for the union.*

g. Males or females are often chosen to represent "typical" examples, thereby excluding one of the sexes from the readers' thoughts. There are many ways to avoid such stereotyping.

the common man, the man on the street -	*ordinary people, person on the street*
the housewife who complains about high prices -	*the person who complains about high prices*
The breadwinner wants to relax when he comes home.	*The breadwinner wants to relax when he or she comes home.*
the typical American, he ---	*typical Americans, they -*
the first grade teacher, she ---	*the first grade teacher, s/he, teachers, they ---*

2. Changing language that demeans women

a. Avoid constructions implying that women, because they are women, are always dependent on male initiative.

The ancient Egyptians allowed women considerable control over property. -	*Women in ancient Egypt had considerable control over property.*
A slave could not claim his wife or children as his own because the laws did not recognize slave marriage. -	*Slaves tried to maintain family relationships, but the laws did not recognize slave marriages.*

b. Avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

The boys like action stories, and both boys and girls like animation and comedy.	*Most children like animation and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.*
Girls will read stories that boys like, but boys will not enjoy "girlish" stories.	

Revise the following paragraph to eliminate sexist language:

Born in Manchester, England, in 1922, the daughter of a greengrocer, Mary Barrington spent a typical girlhood doing chores around the house and reading the works of female authors such as Jane Austin and Emily Bronte. Although she was considered attractive by men and had several suitors, she rejected the joys of marriage in order to pursue a literary career. Her sharp, masculine mind attracted the attention of instructors at Queen's College where she won the coveted Queen's Prize for Literature in her final year. By 1946 Miss Barrington had become a nationally known authoress, largely due to her best-selling novel Crassington which dealt with man's alienation ---a theme that recurred in the eight novels that followed. Now semi-retired, she can occasionally be seen on the outskirts of Manchester, sporting the good looks and trim figure that belie her age.

Born in Manchester, England in 1922, the child of middle-class parents, Mary Barrington spent a good deal of her childhood reading the works of well known English authors such as Jane Austin and Emily Bronte. She was intent on pursuing a literary career, and her sharp mind attracted the attention of instructors at Queen's College. In her final year, she won the coveted Queen's Prize for Literature. By 1946, Barrington had become a nationally known author, largely due to her best-selling novel Crassington, which dealt with human alienation---a theme that recurred in the eight novels that followed. Now semi-retired, she can occasionally be seen on the outskirts of Manchester, where she leads an active life and enjoys good health.

V. (optional) MALE-FEMALE CONVERSATIONAL PATTERNS (10-15 minutes)

1. Suggested introduction:

   "In spite of the social adage that 'when women are present in a group, a man can't get a word in edgewise,' it appears that the converse more approaches the truth. Recent researchers* have found that in cross-sex conversations, men tend to speak more often and for longer lengths of time. They also tend to use considerably more interruptions of other speakers to gain control of the topic or to introduce a new one. Since men tend to use shorter pauses between utterances or before speaking, women have less opportunity to speak. Before the typical woman can get started, it is likely that a man will have begun. All of these sex-speech characteristics may contribute to unequal participation in voicing concerns and issues in the classroom or at faculty meetings."

2. Suggest that participants use the following form to analyze the particular language patterns of a group (such as a class or a meeting) when they return to their schools and districts. Sketch the chart form on the chalkboard or distribute the form as a handout. (The analysis is best done if the conversation or discussion can be taped.)

Adapted from "Guidelines for Improving the Image of Women in Textbooks," Scott, Foresman, 1974

	# of speaking turns	introduce new topic	interrupt (same topic)	interrupt (new topic)	average # of words/ sentence[1]	total amount of speaking time[2]
female						
male						

[1] Can be determined if conversation or discussion is tape recorded, transcribed, and counted.

[2] Can be determined if a stopwatch is used when analyzing the tape.

3. Announce the results of an analysis of a conversation or discussion taped during an earlier workshop. Write the results on the chalkboard using the form above, or distribute the filled-in form as a handout. (To do this activity, the trainer or someone else must take the time to analyze the tape.)

   Ask participants what they notice about male-female conversation patterns in the conversation or discussion. Are the research results presented above confirmed?

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*Pamela Fishman, "Interaction: The Work Women Do," Department of Sociology, University of California, Santa Barbara, Jan. 1975.

Don Zimmerman and Candace West, "Sex Roles, Interruptions, and Silences in Conversation," in Barrie Thorne and Nancy Henley (eds.), Language and Sex: Difference and Dominance (Rowley MA: Newbury House, 1975)

REFERENCES FOR WORKSHOP #6: SEXIST LANGUAGE, NONDEFENSIVE COMMUNICATION

Sexist Language

Again at the Looking Glass: Language Arts Curriculum Materials for Combatting Sex Stereotyping, Feminists Northwest (5038 Nicklas Pl NE, Seattle WA 98105, 1975) $3. Contains a section on sexist language and an extensive bibliography.

"Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles," Holt, Rinehart, and Winston School Department (383 Madison Ave, NY NY 10017) 1975. Write for copies.

"Guidelines for Equal Treatment of the Sexes in McGraw Hill Book Company Publications," McGraw Hill Book Company (1221 Avenue of the Americas, NY NY 10020), 1974.

"Guidelines for Improving the Image of Women in Textbooks," Research and Information Division, Scott Foresman & Co (1900 E. Lake Ave, Glenview IL 60025).

Job Title Revisions to Eliminate Sex and Age-Referent Language from the Dictionary of Occupational Titles," 3rd edition, U.S. Department of Labor, Manpower Administration, 1975 (Superintendent of Documents, US Government Printing Office, Washington DC 20402 $4.30

Language and Sex: Difference and Dominance, Barrie Thorne and Nancy Henley (Newbury House, 1975) A collection of current research and a superbly annotated bibliography.

Language and Woman's Place, Robin Lakoff (Harper Row, 1975) $2.25. An excellent book for teachers--- both a personal and analytic examination of the biases found in language usage.

Language of Oppression, Haig Bosmajian (Public Affairs Press, 1974) $4.50. Includes chapters on "Language of Sexism," "Language of Anti-Semitism," "Language of White Racism," "Language of Indian Derision," and "Language of War."

Male/Female Language, Mary Ritchie Key (Scarecrow Press, 1975) $7.95. Valuable because it covers a broad range of topics including body language and early sex differences in language; and has a cross-cultural perspective.

THE GENERIC: HOW CAN A WOMAN MAN A SPACE FLIGHT?

The word man has two meanings; an abstract generic meaning, as in:

1) *The man of tomorrow will benefit from a truly pluralistic society.*
2) *Man is a thinking species,and consequently can plan to adapt.*

And a specific gendered meaning, as in:

3) *A man can no longer expect his father to give him land for farming.*
4) *A man's home is his castle.*

But the two meanings of the words are often used interchangeably, as in:

5) *All men are created equal.*
6) *The Black man in America has a history seldom recognized or taught.*

And by seemingly starting with the generic, but later qualifying the term "male". as in:

7) *As man moved West, he left behind loved ones; wives, children, and parents.*
8) *To survive, man needs food, water, shelter, and female companionship.*

This shifting of meaning reinforces the notion that the only significant people are men. This delayed qualification of a supposedly generic term as "male" also frequently occurs in generic nationalities and ethnic groups, as in:

9) *The average American does not himself manufacture most of the things his wife and children need.*
10) *For the festivities, the Indians dressed in boldly feathered costumes and accented their faces with designs from colorful dyes. Women, too, painted their faces.*

Textbooks also use many generic terms which do not make it clear whether the underlined terms refers to both men and women or men exclusively, as in:

11) *The pioneers moved Westward.*
12) *Workers began to form unions.*

Textbooks also say:

13) *Pioneer women often found their isolation intolerable.*
14) *Workers and their wives suffered innumerable hardships.*

But seldom say:

15) *Pioneer men often found the trails immpassable.*
16) *Workers and their wives or husbands organized around higher wages.*

The effects of this differential generic terminology can be clearly seen in the following sentences:

17) *It has been falsely said that the Greeks mistreated their wives.*

In a female-oriented version, the sentence would read:

18) *It has been falsely said that the Greeks were mistreated by their husbands.*

In an egalitarian version of the language, the sentence would read:

19) *It has been falsely said that Greek husbands mistreated Greek wives.*

or: *It has been falsely said that in Greek society, husbands mistreated wives.*

And one last point.....The actual use of generic in our culture does not correlate with the stated rules. We use the generic "she/her" quite regularly when talking about nurses, elementary teachers, consumers, and secretaries.

20) *Every elementary teacher should confer weekly with her principal.*
21) *A good nurse has one outstanding quality: she must be skilled in human relations.*

IN CONCLUSION: When a young person is told *"Men by the thousands rebelled against tyranny,"* or *"The average citizen of the US is proud of his country,"* or *"The chairman called the meeting to order,"* it is likely s/he does not form a mental image which includes females. Even an adult is hard-pressed to picture a group of amicable females when reading about *"men of science,"* a *"middleman,"* or *"the man on the street."* In fact some researchers are beginning to explore just what images generic usage conveys:

Schneider, Joseph W.; Hacker, Sally L. "Sex-Role Imagery and Use of the Generic 'Man' in Introductory Texts: A Case in the Sociology of Sociology." The American Sociologist, Feb. 1973. pp. 12-18. From their study the authors found that "The generic 'man' is not,apparently, generically interpreted." They discuss how language reflects and perpetuates dominant power structures.

Kidd, Virginia, "A Study of the Images Produced Through the Use of the Male Pronoun as the Generic," Moments in Contemporary Rhetoric and Communication. 1:2, Fall 71. This study is recommended reading for teachers and administrators. Kidd discusses her experiment in which 68 subjects were given 18 sentences in which the masculine pronoun was used in the generic sense, and were asked to give the sex of the antecedent of the pronoun. From the results the author concludes that, generally, the antecedent is believed to be male, especially in cases where the stereotyped male role coincides with the pronoun.

Blaubergs, Maija S., "The Nurse Was a Doctor," Educational Psychology (University of Georgia, Athens, Georgia 30602) Paper presented to the Southeastern Conference on Linguistics, 1975. The author hypothesizes that the structure and use of language are socializing agents affecting sex-role learning. Specifically, the use of masculine forms of generics may limit the aspirations and self-concept of girls. Examples are given to show that man, pioneer, etc. are interpreted by speaker and addressee as referring to men only.

WOMAN --- WHICH INCLUDES MAN, OF COURSE

An Experience in Awareness

Adapted from Theodora Wells

There is much concern today about the future of man, which means of course, both men and women---generic Man. For a woman to take exception to this use of the term "man" is often seen as defensive hairsplitting by an "emotional female."

The following role-reversal is an invitation to awareness in which you are asked to feel into, and stay with, your feelings about the use of the generic Woman.

1. Consider reversing the generic term Man. Think of the future of Woman, which, of course, includes both women and men. Feel into that, sensing its meaning to you... as woman... as man.

2. Think of it always being that way, every day of your life. Feel the everpresence of woman and feel the non-presence of man. Absorb what it tells you about the importance and value of being woman--- of being man.

3. Remember that your early ancestral relatives were Cro-Magnon Woman, Java Woman, Neanderthal Woman, Peking Woman--- which includes man of course. Recall that Early Woman invented fire and discovered the use of stone tools near the beginning of the Ice Age. Remember that what separates Woman from other species is that she can think.

4. Recall that everything you have ever read all your life uses only female pronouns--- she, her---meaning both girls and boys, both women and men. Recall that most of the voices on radio and most of the faces on TV are women's---when important events are covered---on commercials ---and on late night talk shows. Recall that you have no male senators representing you in Washington.

5. Feel into the fact that women are the leaders, the power-centers, the primemovers. Man, whose natural role is husband and father, fulfills humself through nurturing children and making the home a refuge for woman. This is only natural to balance the biological role of woman who devotes her entire body to the race during pregnancy. Pregnancy ---the most revered power known to Woman---(and man, of course).

6. Then feel further into the obvious biological explanation for woman as the ideal. By design, the female reproductive center is compact and internal, protected by her body. The male is so exposed that he must be protected from outside attack to assure the perpetuation of the race. Thus by nature, males are more passive than females.

7. If the male denies these feelings, he is unconsciously rejecting his masculinity. Therapy is thus indicated to help him adjust to his own nature. Of course, therapy is administered by a woman, who has the education and wisdom to facilitate openness leading to the male's self growth and actualization.

8. To help him feel into his defensive emotionality, he is invited to get in touch with the "child" in him. He remembers his sister could run, climb, and ride horseback unencumbered. Obviously, since she is free to move, she is encouraged to develop her body and mind in preparation for her active responsibilities of adult womanhood. Male vulnerability needs female protection, so he is taught the less active, caring virtues of homemaking.

9. He is encouraged to keep his body lean and dream of getting married, "I now pronounce you Woman and Husband." He waits for the time of fulfillment: when "his woman" gives him a girl-child to carry on her family name. He knows that if it is a boy-child he has failed somehow ---but they can try again.

10. In getting to your feelings on being a woman---on being a man--- stay with the sensing you are now experiencing. As the words begin to surface, say what you feel inside you.

WORKSHEET: AVOIDING SEXIST LANGUAGE

1. Dealing with the omission of women

a. Use of the generic "man" and "he" to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

SEXIST	POSSIBLE ALTERNATIVES
early man	
Neanderthal man	
When man invented the wheel	
History of the Black Man in America	
he (generic)	

b. Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

congressman

caveman

fireman

policeman

man-made

right-hand-man

middleman

craftsmanship

Dear Sirs: (Gentlemen:)

manhole cover

c. A patronizing tone toward women, created by euphemisms, diminutive suffixes, and a lack of parallelism, should be avoided. References to a woman's appearance, marital status, and family should not be made unless these items would be noteworthy in referring to a man in the same context.

the fair sex; the weaker sex

girls in the office

sculptress, suffragette, poetess, aviatrix, etc.

man and wife

old maid

libber

broad

chick

WORKSHEET: AVOIDING SEXIST LANGUAGE, p. 2

career girl

The works of Hemingway, Steinbeck, and Miss Buck were widely read.

Mr. McAllister runs the garage in partnership with his wife, a striking blond who mans the pumps.

d. One should be cautious when assigning certain activities or roles to people, or otherwise differentiate between people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role.

the founding fathers

Pioneers moved West, taking their wives and children with them.

In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.

e. When creating spelling, math, and other exercises using fictitious people, make sure that stereotypes are not perpetuated.

Al listened patiently to the ladies chatter.

Susie bought a doll for $4.95 and Billy bought a toy truck for $3.50.

f. Words like "spokesperson" and "chairperson" introduced into the language to prevent the omission of women should not be applied to women only. When "--person" is used, it refers to either a man or a woman.

Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union.

g. Males or females are often chosen to represent "typical" examples, thereby excluding one of the sexes from the readers' thoughts. There are many ways to avoid such stereotyping.

the common man, the man on the street

the housewife who complains about high prices

The breadwinner wants to relax when he comes home.

the typical American, he ----

the first grade teacher, she---

WORKSHEET: AVOIDING SEXIST LANGUAGE, p. 3

2. Changing language that demeans women

   a. Avoid constructions implying that women, because they are women, are always dependent on male initiative.

      The ancient Egyptians allowed women considerable control over property.

      A slave could not claim his wife or children as his own because the laws did not recognize slave marriage.

   b. Avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

      The boys like action stories, and both boys and girls like animation and comedy.

      Girls will read stories that boys like, but boys will not enjoy "girlish" stories.

Revise the following paragraph to eliminate sexist language:

Born in Manchester, England, in 1922, the daughter of a greengrocer, Mary Barrington spent a typical girlhood doing chores around the house and reading the works of female authors such as Jane Austin and Emily Bronte. Although she was considered attractive by men and had several suitors, she rejected the joys of marriage in order to pursue a literary career. Her sharp, masculine mind attracted the attention of instructors at Queen's College where she won the coveted Queen's Prize for Literature in her final year. By 1946 Miss Barrington had become a nationally known authoress, largely due to her best-selling novel Crassington which dealt with man's alienation---a theme that recurred in the eight novels that followed. Now semi-retired, she can occasionally be seen on the outskirts of Manchester, sporting the good looks and trim figure that belie her age.

Adapted from "Guidelines for Improving the Image of Women in Textbooks," Scott, Foresman, 1974

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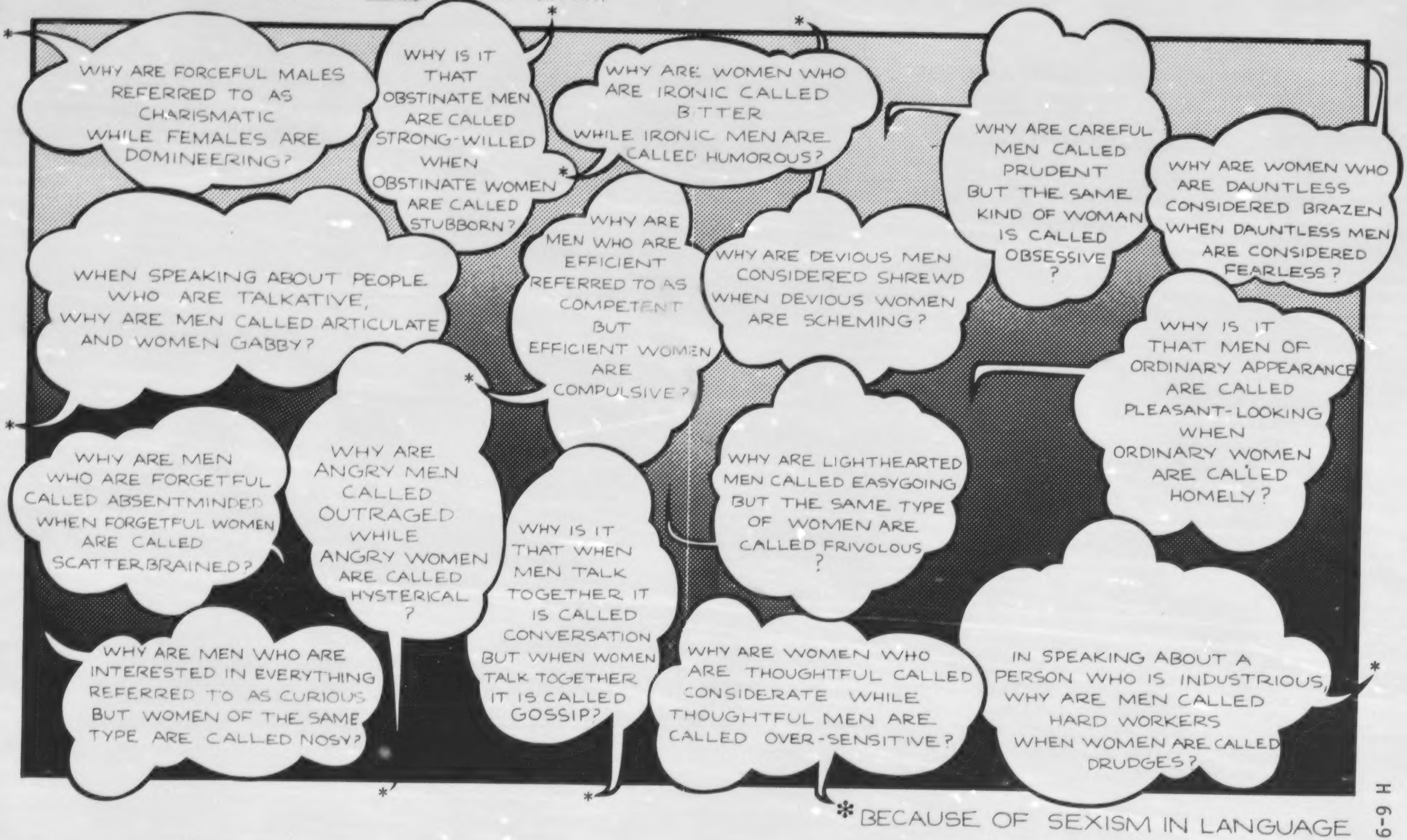
WHY ARE FORCEFUL MALES REFERRED TO AS CHARISMATIC WHILE FEMALES ARE DOMINEERING?
WHY IS IT THAT OBSTINATE MEN ARE CALLED STRONG-WILLED WHEN OBSTINATE WOMEN ARE CALLED STUBBORN?
WHY ARE WOMEN WHO ARE IRONIC CALLED BITTER WHILE IRONIC MEN ARE CALLED HUMOROUS?
WHY ARE CAREFUL MEN CALLED PRUDENT BUT THE SAME KIND OF WOMAN IS CALLED OBSESSIVE ?
WHY ARE WOMEN WHO ARE DAUNTLESS CONSIDERED BRAZEN WHEN DAUNTLESS MEN ARE CONSIDERED FEARLESS?
WHEN SPEAKING ABOUT PEOPLE WHO ARE TALKATIVE, WHY ARE MEN CALLED ARTICULATE AND WOMEN GABBY?
WHY ARE MEN WHO ARE EFFICIENT REFERRED TO AS COMPETENT BUT EFFICIENT WOMEN ARE COMPULSIVE?
WHY ARE DEVIOUS MEN CONSIDERED SHREWD WHEN DEVIOUS WOMEN ARE SCHEMING?
WHY IS IT THAT MEN OF ORDINARY APPEARANCE ARE CALLED PLEASANT-LOOKING WHEN ORDINARY WOMEN ARE CALLED HOMELY?
WHY ARE MEN WHO ARE FORGETFUL CALLED ABSENTMINDED WHEN FORGETFUL WOMEN ARE CALLED SCATTERBRAINED?
WHY ARE ANGRY MEN CALLED OUTRAGED WHILE ANGRY WOMEN ARE CALLED HYSTERICAL ?
WHY ARE LIGHTHEARTED MEN CALLED EASYGOING BUT THE SAME TYPE OF WOMEN ARE CALLED FRIVOLOUS ?
WHY IS IT THAT WHEN MEN TALK TOGETHER IT IS CALLED CONVERSATION BUT WHEN WOMEN TALK TOGETHER IT IS CALLED GOSSIP?
WHY ARE MEN WHO ARE INTERESTED IN EVERYTHING REFERRED TO AS CURIOUS BUT WOMEN OF THE SAME TYPE ARE CALLED NOSY?
WHY ARE WOMEN WHO ARE THOUGHTFUL CALLED CONSIDERATE WHILE THOUGHTFUL MEN ARE CALLED OVER-SENSITIVE?
IN SPEAKING ABOUT A PERSON WHO IS INDUSTRIOUS, WHY ARE MEN CALLED HARD WORKERS WHEN WOMEN ARE CALLED DRUDGES?
*BECAUSE OF SEXISM IN LANGUAGE

H 6-9

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NATIONAL COUNCIL FOR THE SOCIAL STUDIES

WOMEN AND THE LANGUAGE OF INEQUALITY*

Elizabeth Burr,
Susan Dunn,
and Norma Farquhar

Elizabeth Burr is the Executive Assistant to the Director of the Los Angeles Suicide Prevention Center, Susan Dunn teaches in the Women's Studies Program at UCLA, and Norma Farquhar is a free-lance editor. They are collaborating on a book about "The Semantics of Sexism." *Social Education*, impressed by the validity of their points in the following article, will continue to do everything possible to combat the language of inequality.

A language is not merely a means of communication; it is also an expression of shared assumptions. Language thus transmits implicit values and behavioral models to all those people who use it. When basic assumptions change, the idioms which express them become obsolete. The pages that follow suggest certain changes in language designed to eliminate phraseology that reflects outdated assumptions concerning women.

Subsuming Terminology

For purposes of this article, subsuming terms are masculine terms which are commonly believed to include or refer to females as well as males. In fact, however, such terms operate to exclude females. When told that "*Men* by the thousands headed west," or that "The average citizen of the United States is proud of *his* heritage," the young reader simply does not form a mental image which includes females. It is of no avail for a parent or teacher to explain that *men* means *both men and women*, or that *he* means *both he and she*. Even an adult is unlikely to picture a group of amicable females when reading about "men of good will." Similarly, when taught that *man*-made improvements have raised America's standard of living, or that a task requires a certain amount of *man*power, a child cannot be expected to develop the concept that females as well as males have participated in the developmental process.

Educational literature dealing with human origins provides striking examples of how subsuming terminology can lead to distorted concepts. In such literature illustrations of reconstructed skeletons and skulls are generally identified as male and labeled Peking *Man*, Neanderthal *Man*, Java *Man*, Cro-Magnon *Man*, and so on. Although common sense tells us that many prehistoric individuals must have been women, nowhere are females represented as *examples* of a type. Such treatment cannot fail to suggest to young readers that females are a substandard or deviant form of being—a rib, as it were, taken from "*Man*." In the same way, constant reference to "*man*-made" implements has apparently inspired illustrators to portray only males making stone tools, although we have no way of knowing for certain the sex of the individual who made any given prehistoric implement.

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SOCIAL EDUCATION ■ December 1972

Which Sentence Do You Prefer?

(1) Muslims resented seeing their wives and daughters go unveiled.

OR

(2) The husbands of the Muslims resented seeing them go unveiled.

OR

(3) Muslim men resented seeing Muslim women go unveiled.

Usage of the words *man* (without a definite article) and *men* to represent human beings in general or adults in general is also objectionable on the ground of ambiguity. Since both of these words are also frequently used to denote males only, it often becomes a matter of making an educated guess as to whether the author means males and females both, or males only. It is also possible that such terms are employed to conceal the author's lack of information concerning the sexual composition of a group.

Authors and editors alike are so accustomed to the use of subsuming terminology that the greatest care needs to be taken to ensure its elimination. Subsuming masculine terms must be replaced by clearly inclusive or neutral words such as *citizens, inhabitants, women and men, human beings, people, individuals*, and so on. Phrases such as *manpower* and *man-made* may be replaced by *human energy, made by men and women* or *manufactured;* the words *forefathers* and *fathers* (in the sense of "forefathers") should be replaced by *precursors* or *ancestors;* and the word *brotherhood* should be replaced by *amity, unity, community* or some other non-sex-related term.

The Hypothetical Person as Male

A frequently occurring example of the male orientation of textbooks is the use of hypothetical males as examples. "If a *man* wanted to travel from South Carolina to Massachusetts in 1750. . ." "The *man* of tomorrow may live in a totally prefabricated house." "A discontented *man* could move west." In textbooks females seldom participate in hypothetical financial transactions. Thus we find explanations such as the following: "If a *man* sold a piece of land, *he* had to put a two-shilling stamp on the deed." "When a *man* went to the bank to borrow money. . ." "A *man's* taxes depended upon. . ."

Unless it has been verified that females never engaged in the activities mentioned, the word *man* should be replaced by the word *one* or *person*. Students should not be given the false impression that only males traveled, became discontented, needed money, paid taxes, etc.

In a similar vein, textbooks picture the "average" and the "typical" person as a male: "The average American does not *himself* manufacture most of the things *his* family needs." "The American was a new kind of *man*." Writers should keep in mind the fact that "the average *man*" is not the average *"person,"* and that any discussion of national traits is one-sided if it refers to males only.

Male-Oriented Quoted Material

[Authors' italics.] (1) "*Men* since the beginning of time have sought peace. . ." (General Douglas MacArthur); (2) "The American is a new *man*, who acts upon new principles; *he* must therefore entertain new ideas, and form new opinions. . ." (J. Hector St. John de Crèvecoeur); (3) "These are the times that try *men's* souls." (Thomas Paine); (4) "The New Englander, whether *boy* or *man*, in a long struggle with a stingy or hostile universe, had learned also to love the pleasure of hating; *his* joys were few." (Henry Adams). The above and similar quotations which are to be found in textbooks reflect the opinion that females are of no consequence. Such quotations are permissible in textbooks only as examples of contemporary prejudiced attitudes toward women.

Some documentary material, however, will inevitably be regarded as necessary in a textbook in spite of the fact that it is couched in male-oriented language. A case in point is the Gettysburg Address: "Fourscore and seven years ago our *fathers* brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all *men* are created equal. . . .and that government of the *people*, by the *people*, for the *people*, shall not perish from the earth." If this or similar male-oriented documents are quoted, the textbook should point out the male orientation of the language. Any textbook quoting the Gettysburg Address should, for instance, indicate that when President Lincoln spoke of *people* he had in mind *males*, because at the time of his famous speech females were not permitted to vote and were denied many other legal rights enjoyed by men.

Nobody Knows Her Name

Reflecting a time when females were in fact the possessions first of their fathers and then of their husbands, who were empowered by law to beat them, sell them, or otherwise dispose of them arbitrarily, girls and women are still referred to primarily in the obsolete terms of those who "own" them. In textbooks, females are typically referred to merely as *wives* (Mrs.), *daughters* (Miss), or *mothers of* males who are clearly identified by name and occupation. Such possessive terms of reference deliver the implicit message that in and of themselves females are of no particular interest or importance and reflect the assumption that marital status is *the* crucial fact of life for women.

Compare, for example, the following two sentences: (1) George Ferris married the daughter of the wealthy Boston banker, Edward Howell. (2) Alice Howell of Boston, heir to a banking fortune, married George Ferris. The second sentence recognizes Alice as a person in her own right; the first, in which she is *nameless*, suggests that whatever shadowy identity she may have possessed depended upon the identity first of her father and then of her husband. Similarly, phrases such as "the farmer'*s* wife" clearly convey the idea that the female was merely a possession of the farmer and was not herself a farmer, when in fact the wives of most small farmers were themselves farmers *in every sense of the word*.

Textbook writers who wish to give equal linguistic treatment to the sexes should *cite females by their complete names and occupations* whenever possible, should eliminate "Miss" and "Mrs." from their writing vocabularies, and should refer to "men and women on farms" or "farming men and women," rather than to "farmers and their wives."

Differential Generic Terminology

Textbooks frequently use generic terms such as those (italicized) in the following sentences: "The *peasants* toiled in the fields." "The *pioneers* suffered many hardships." "*Beggars* slept in doorways." The preceding examples do not make it clear whether the italicized generic terms refer to both men and women or to men exclusively.

However, textbook writers also use language such as the following: "*Peasant women* were oppressed." "*Pioneer women* suffered many hardships." "*Beggar women* slept in doorways." But the same writers rarely use such language as: "Peasant *men* were oppressed." "Pioneer *men* suffered many hardships." "Beggar *men* slept in doorways."

From all of the above it must be concluded that authors tend to blur *men* with *people in general;* i.e., they are willing to let *men* stand for *people in general* and to let the deeds of *people in general* be attributed to *men*. At the same time, they are not willing to blur *women* with *people in general* or to permit *women* to represent *people in general*. One never sees a picture of *women* captioned simply "farmers" or "pioneers." Linguistic failure to permit women to be "people" mirrors a long tradition of male supremacy and a socially induced need to keep women in a separate and unequal category—to keep them "in their place."

The effects of differential generic terminology can be seen clearly in the following sentence: "*Muslims* resented seeing *their wives and daughters* go unveiled." In a female-oriented version of the language of inequality the sentence would read: "*The husbands of the Muslims* resented seeing *them* go unveiled." If the terminology for males and females were equal the sentence would read: "*Muslim men* resented seeing *Muslim women* go unveiled."

Writers must make explicit the sexual composition of a neutral generic term in such cases as the above. In other words, if a *group of women* cannot be referred to simply as "peasants" or "Muslims" neither should a *group of men* be so labeled. Similarly, all references to "men and their wives" should be revised to "men and women" or "husbands and wives."

Mother's Baby but Father's Heir

Because women in our society have traditionally been expected to assume the full burden of child care, textbooks tend to describe young children who still need

Which Sentence Do You Prefer?

(1) George Ferris married the daughter of the wealthy Boston banker, Edward Howell.

OR

(2) Alice Howell of Boston, heir to a banking fortune, married George Ferris.

care as the mother's but to describe male offspring who are seen as heirs and female offspring of marriageable age as the father's. (1) "Abraham Lincoln, *his* wife and *his* son. . ." (2) "Mothers could leave *their* young children at Hull House." (3) "Sacajawea carried *her* infant son. . ." (4) "Balboa married *the daughter of an Indian chief.*" (5) "Anne Hutchinson had fifteen children. . .".

In (1) the wording should have been "Abraham and Mary Lincoln and *their* son. . ." In (2) unless it had been verified that fathers never left *their* children at Jane Addams' kindergarten at Hull House, the word "parents" should have been used instead of "mothers." In (3) Sacajawea's husband was also present on the expedition that made her famous, so any account should refer to *their* son. In (4) the Indian woman is viewed as her father's possession. In (5) it should have been stated that Anne Hutchinson *and her husband* were the *parents* of fifteen children. In short, textbooks should recognize, wherever possible, the relationship of both parents to their children.

Women as Luggage

Textbooks have a tendency to describe migrations of human populations in the following terms: (1) "The pioneer took his family west in a covered wagon." (2) "Men trekked over the mountains with their wives, children, and cattle." (3) "Some Forty-niners took their families with them." In each of the foregoing examples women are regarded more as luggage than as human beings. By such treatment women are deprived of their true status as pioneers, travellers, or seekers-after-gold in their own right.

Unless it has been determined that in such instances the females under discussion were moved *involuntarily*, authors should write: "Americans moved west. . . ," "Families trekked over the mountains. . . ," and so on, instead of speaking of *men* who *brought along* wives. Authors should also make their readers aware of the fact that single women and female heads of family participated in the westward movement and other migrations.

Male-Oriented Glossing of Terms

Textbooks frequently define or explain words which are applicable to either or both sexes as though they applied exclusively to males. For example, "militia" has been explained as "*men* who. . ."; "dictator" as "a *man* who. . ."; "Forty-niners" as "*men* who. . ."; "monarchy" as a "nation ruled by a *king*." Students may thus be led incorrectly to believe that women cannot join a militia or be dictators, that women were not also "Forty-niners," and that only males may be monarchs. Such gratuitous exclusion of females should be avoided.

Neutral Occupational Terminology

Occupational terms ending in "-man"—such as airman, fireman, cameraman, anchorman, statesman, workman, iceman, repairman, watchman and salesman—are objectionable because they suggest that certain fields of endeavor are closed to women. Premodern terms such as bondman or ploughman, used in a discussion of pre-modern times, may be permissible, but modern sex-affiliated terms should be eliminated. They not only give young people false impressions about their future vocational prospects; they also tend to perpetuate discriminatory practices that do indeed exist.

Authors who do not want to use or invent new terminology can evade the issue by recasting entire sentences. For example, "Mr. Jones sent for a TV repairman" can be revised to "Mr. Jones called a TV repair service." The ending "-man" is, however, increasingly being replaced by "-person" to form terms like "chairperson." The word "salesperson" is already accepted, and other neutral terms will gain acceptance as the decisive influence of language on the attitudes and lives of people becomes more widely understood.

Terms To Be Avoided

"Just a *housewife*" is a frequently heard expression, the pejorative nature of which is indisputable. It conveys the derogatory attitude of society toward the

Which Sentence Do You Prefer?

(1) Abraham Lincoln and his wife and his son left for Illinois.

OR

(2) Abraham and Mary Lincoln and their son left for Illinois.

woman who works as a homemaker and the consequent self-contempt which she feels. The term *housewife*, moreover, clearly suggests that domestic chores are the exclusive burden of females. It gives female students the idea that they were born to keep house and teaches male students that they are automatically entitled to laundry, cooking, and housecleaning services from women in their families. The inculcation of such attitudes is inconsistent with the ideal of equal educational and vocational opportunities. The term *housewife* should therefore never be used.

Similarly, where men are referred to as *men* rather than *husbands*, but women are referred to as *wives* rather than *women*, the textbook is again treating men as *persons, not husbands*, and women as *wives, not persons*. The term *wife* should therefore be used only sparingly.

The following terms and expressions should be regarded as demeaning and should not be used: *lady* (as synonym for adult female), *girl* (as synonym for adult female), *the little woman, the weaker sex*, and *squaw*.

Such terms as *author, aviator, heir, laundry worker, sculptor, singer, poet, Jew*, and *Negro* are neuter terms which are *without exception* properly applicable to both females and males. The use of words ending in "feminine" suffixes, such as *authoress, aviatrix, heiress, laundress, sculptress, songstress, poetess, Jewess*, and *Negress* is unacceptable. Terms ending in "feminine" suffixes imply that females are a special and unequal form of the correct neuter expression. Thus, to speak of Edna St. Vincent Millay as a *poetess* is to exclude her from the legitimate circle of *poets;* to speak of Amelia Earhart as an *aviatrix* denies her full status as *aviator;* to speak of Golda Meir as a *Jewess* denies her full status as a *Jew;* and so on. In cases where it is necessary to indicate the sex of the individual, the expressions "female poet," "female aviator," "female Jew" and so on may be used. However, in modifying neuter terms the word "lady" (as in "lady lawyer," "lady doctor," "lady poet," and so on) is never acceptable.

In conclusion, authors and publishers who seek to provide a just portrayal of the sexes in textbooks must include material which accurately represents the role of women in history and society and use language which permits readers to perceive women as whole human beings.

WORKSHOP 7: NON-DEFENSIVE COMMUNICATION

Time: 1 1/2 to 2 hours

Trainers' pages are numbered T 7-1 to T 7-5; handout materials are numbered H 7-1 to H 7-7.

Purpose: To give participants an opportunity to practice communicating awareness and information gained through the workshop series in a manner which facilitates cooperative efforts and minimizes defensive or hostile reactions.

Materials needed:

1. Sufficient copies of handouts (one for each participant):

   "Maintaining a Climate of Cooperation and Mutual Trust"

   "Ways of Getting Off the Defensive"

   "For the Observer"

   can be stapled together into one packet

2. Sufficient copies of "Situations that can be used in triadic role playing" (at most, one copy for each group of three people)

3. Chalkboard and chalk, or chartpaper and felt pen.

Room arrangement: Moveable chairs, first in semi-circular arrangement for presentation and discussion.

Advance preparation: Write summary of triadic role-playing directions on chalkboard or chartpaper (see pages T 7-3 and T 7-4); cover until needed.

OVERVIEW:*

I. Non-defensive communication techniques	20-30 minutes
II. Triadic role-playing	60-75 minutes

*Begin the workshop with introductions of trainers and participants if people have not met before.

I. NON-DEFENSIVE COMMUNICATION TECHNIQUES* (20-30 minutes)

1. Suggested introduction:

   "This workshop is designed to give you an opportunity to role-play situations which you can expect to encounter when you return to your schools as change-agents or change-facilitators.

   "In workshop 4's Request/Refuse exercise, you practiced one essential communication skill: assertiveness, or persistence in making requests. There the emphasis was on the content of the requests made, as well as on the assertiveness of the request.

   "In this activity, emphasis is placed on how the communication is handled, in particular ways of communicating that help to create a climate of cooperation. In many situations, you can be most effective if you are able to maintain a "no win/no lose" (or "win/win") atmosphere in which the level of trust is high and a minimum of stress is combined with a maximum of openness and sharing of information.

   "There are many ways to work toward this cooperative climate; in this exercise, the focus is on avoiding defensiveness and handling it when it does arise. When people become defensive, they are likely to start playing a win/lose game, in which they manipulate others, doing all they can to win, and setting others up to lose. Distrust, competitiveness, and self-protective devices increase. A cooperative climate, on the other hand, gives people involved an opportunity to work together to resolve their differences and to solve their problems."

2. Describe one or two types of situations in which defensiveness is likely to arise. Suggested examples:

   a. "...any time there is a difference in rank or status between the 'change-resister' and the 'change-requester.' This is true when women talk with women, when men talk with men, and when women talk with men. It is particularly the case when a person of a higher status is asked to give up power or advantage."

   b. "...any time deeply ingrained sex roles are challenged. For instance, the male administrator who is asked to promote women to his level may feel threatened if he believes 'real men' protect and lead women, or are unemotional. How can he treat as an equal someone who needs to be protected or led, or is emotional? How can he still seem 'masculine' to himself or to others if he does treat women as equals, or if he acknowledges and expresses his own human emotions? Thus, he may act defensively rather than cooperatively."

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*Our thanks to Theodora Wells, of Wells Associates, Beverly Hills, CA, for sparking this activity.

NON-DEFENSIVE COMMUNICATION TECHNIQUES (cont.)

> "Conversely, the woman who reassures herself of her 'feminity' by deferring to men may also become defensive when asked to behave as an equal. Or, if she is true to her own standards of performance and is behaving as an equal, she may be sensitive about accusations or insinuations that she is 'unfeminine.'"

Ask participants to contribute a few additional examples of situations arousing defensiveness.

3. Distribute handouts on "Maintaining a Climate of Cooperation and Mutual Trust," and "Ways of Getting Off the Defensive" for participants to read and discuss. Suggested introduction:

> "The information in these handouts is not expected to be new to you. It is given in order to remind you about, or call your attention to, forms of communication that you can use when participating in and evaluating the role playing situations that we will do next."

Review the handouts with the participants.

II. TRIADIC ROLE PLAYING (60-75 minutes)

1. Ask participants to form groups of three people each. If possible people should form groups with people whom they don't know well. It's often easier to practice roles with relative strangers.

2. Explain that (underlined portions should be on chalkboard)

   a. There are 3 roles, the "change-requester," the "change-resister," and the observer.

   b. Each person will play each role in turn. Use the same situation for all three role-playing rounds; the person playing each role will change, but not the basic agreed-upon situation.

   c. Each group should take five minutes to define a realistic conflict situation in the schools, one they are already dealing with, or one they expect to encounter when trying to implement what they've learned in these workshops.

      The group should specify an attitude or behavior change that the requester is trying to bring about in the situation.

      The group should also be clear about the change-resister's general reasons for resisting. Lack of funds? Lack of interest? Ignorance of the law? etc. In other words, the resister should not be blindly negative, but should have reasons for saying "no" which s/he feels are sound.

(Inform participants that you have available a list of situations they can look through if they have trouble coming up with one of their own. See handout "Situations that can be used in triadic role-playing." The Request/Refuse situations from Workshop 4 and the "Stereotyped Situations" from Workshop 1 may also be useful.)

d. Change requesters should use non-defensive communication skills as they attempt to persuade the resister to change.

Change resisters should behave in any way they consider appropriate and realistic in the situation; depending upon the role, they may or may not feel that they should use non-defensive communication skills. The change-resister can make the requester work hard---and may want to try to put the requester on the defensive---but should behave realistically; if s/he feels convinced by the requester, s/he should say so.

e. Observers will report to their small groups either toward the end of each round or at the end of all three rounds, depending upon what seems appropriate in each small group.

Make sure that each participant has a copy of the handout "For the Observer," on which the observer should make notes about the interaction between the change-requester and the change-resister.

3. Role-playing: Ask participants to choose roles for the first round--the change-requester will try to persuade the change-resister to accept the goal, while the observer takes notes.

   At the end of ten minutes, signal participants to change roles and repeat the exercise.

   At the end of another ten minutes, again signal the participants to change roles for the third round.

4. After the third round, ask participants to return to the large group for reporting and discussion of their experiences with non-defensive communication techniques.

REFERENCES FOR WORKSHOP #7: NON-DEFENSIVE COMMUNICATION TECHNIQUES

Assert Yourself: An Instructive Handbook about Assertiveness Training for Women, Seattle-King County N.O.W. (2252 NE 65th St., Seattle, WA 98115) 1974, $2.

Breakthrough: Women Into Management, Rosalind Loring and Theodora Wells (Van Nostrand Reinhold Co, 1972) $3.95. A sympathetic, useful treatment of problems and attitudes (of both women and men) that become important as women move into non-traditional roles. Written for business, but relevant to schools and school administration as well. Includes "how to cope" suggestions: ways to get off the defensive, how to work effectively for change, how to turn unequal relationships into equal ones, etc.

Your Perfect Right: A Guide to Assertive Behavior, Robert Alberti and Michael Emmonds (Impact, 1970)

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Sidney Simon, et al., (Hart Publishing, 1972) $3.95. Suggests numerous activities which can be used to explore issues pertaining to sex roles and sex discrimination.

H 7-1

MAINTAINING A CLIMATE OF COOPERATION AND MUTUAL TRUST

FOCUS ON:	AVOID:
1. What can be observed and mutually verified Stick to the specific, the action, the here-and-now.	What is inferred, judgmental; hard to verify or agree upon mutually
Examples:	
"He made his suggestion three times."	"He's pushy; he's boring."
"The director talked through most of the meeting."	"She's too domineering."
"Barbara's report has more facts than Sam's."	"Barbara spends too much effort on trivial details, and Sam gets lost in vague generalities."
"I think there's a misunderstanding here."	"You never have understood that point."
"I think I need more information; could you give me some examples?"	"You're hiding something from me; why won't you tell me?"
"Do we have the information we need to decide upon that?"	"You never said we needed that information."
"I've had a hard time getting the data."	"No one will cooperate with me."
"The women say he ignores their requests."	"He has the typical male problem of not listening to women."
"When I hear that, I feel uncomfortable."	"People don't like to hear things like that."

MAINTAINING A CLIMATE OF COOPERATION... p. 2

FOCUS ON:	AVOID:
2. Sharing ideas and information; exploring options	Giving advice; giving answers or solutions
Examples:	Examples:
"I understand that new forms are available for scoring those tests without sex bias."	"You should get those new forms."
"How would it work to try..."	"The way to handle that problem is..."
"Or you could try giving a workshop on the law."	"Tell them it's against the law; they'll have to cooperate then."
3. Keeping the other person's needs in mind	Releasing your needs on others; swamping them with more information than they want or can use
Examples:	Examples:
"Can you see yourself asking her to..."	"It's just hopeless trying to work with her. How can you stand it?"
"I think their past experience shows..." (giving limited information, ready to stop at any time)	"Let me give you the history of that. It all began..... etc. etc." (giving large amounts of information without regard to its usefulness to the other person)

WAYS OF GETTING OFF THE DEFENSIVE

The message that makes us start to feel defensive may be overt---an openly hostile, belittling, or intimidating remark. Just as often, however, an overtly reasonable or cooperative statement may be accompanied by a covert meaning that makes the listener feel put-down or threatened. For example, the request "please be specific and give me an example" may be perfectly straightforward, but it may also convey the meaning, "...so I can shoot down your example and thus prove your entire point wrong."

some other examples

overt statement	possible covert meaning
"Can you prove that?"	"I know you can't."
"Let's be fair."	"You're being unfair."
"You'll have to trust my judgment."	"Your judgment is no good."
"What I think you really mean is..."	"You're unclear, confused."
"Now let me tell you about another situation just like this."	"I'll divert your attention and get you agreeing..."
"You're too ready to see stereotyping."	"I have the correct standard of judgment which I won't define but which puts you in the wrong."

And so on. The covert meaning may or may not be intended; the point is that you think it's there and feel yourself becoming defensive. Below are some basic ways people have found useful in getting themselves off the defensive and back onto the positive pursuit of their goals.

1. Bring the covert to the surface by naming the content or process:

   "That feels to me like another one of those stereotypes."

   "Looks like we're stereotyping men again."

   Say it once, then drop it. Name what's happening, then detach yourself. Otherwise, getting off the defensive may become getting on the offensive.

2. Bring the covert to the surface by naming your feeling:

   "I'm rather uncomfortable with that last remark."

   "There's something here that doesn't feel quite right."

   Say it once, then drop it; detach yourself.

WAYS OF GETTING OFF THE DEFENSIVE, p. 2

3. Give yourself a chance to cool off, to decide your next step, by buying time:

   "Hm"

   "Will you run that by again?"

   "I'm taking a few minutes to think about that."

   "That's interesting; I never thought of it in just that way before."

   or: give a non-verbal response: a blank stare

4. Turn the conversation from your feelings to the other person's feelings by active listening:

   "I can see that's a real problem."

   "It must be really annoying to have to deal with that."

5. Ignore the covert and concentrate on getting the specific content, the facts of the speaker's overt statement:

   for example:

   "You mean you spent three days at the workshop and this is all you've come up with?"

   (covert: "You've been goofing off.")

   non-defensive response: "Yes, that's our list of recommendations so far. Is there something you'd like to see added?"

   for example:

   "You don't really expect me to propose this program to the School Board, do you?"

   (covert: "Your request is ridiculous.")

   non-defensive response: "I'm sure you know the best ways to present the program. What do you think the chief problems are?"

MAINTAINING A COOPERATIVE CLIMATE: QUESTIONS FOR THE OBSERVER

1. If one or another gets on the defensive:

   how did it happen?

   what was said or done?

2. Does either one try to get off the defensive by

   --naming the feeling

   --naming the content or process

   --buying time

   --actively listening

3. Do you observe attempts to maintain or return to a cooperative climate by :

   --sticking to descriptions of behavior or actions (avoiding the abstract and judgmental)?

   --sharing ideas or information?

   --exploring options?

   --other?

4. What do you predict the results will be? Whose goals will be met; what are these?

5. If you had been in one of the roles (which one?), what might you have said or done differently?

SITUATIONS THAT CAN BE USED IN TRIADIC ROLE-PLAYING

1. (attitude change) A teacher thinks the school counselor is encouraging stereotyped work choices in the students. The teacher wants the counselor to change his/her attitudes that "the girls are all going to get married anyway" and "what boy would want a woman's job?"

2. (behavior change) A principal arranges for the staff to have one general Title IX workshop and then says "That's it. No more. I've complied with the law." A representative from the discrimination task force is assigned the job of persuading the principal to provide more extensive information and training on the elimination of sexism.

   (Note: this situation requires each participant to plan specific definition of "more extensive information and training" before the role-playing begins. If the request for change is vague, it can be easily refused. Presenting the principal with a variety of specific options makes it harder for her/him to refuse all of them. The principal may be more easily persuaded to settle for one. That one may not be what the representative really wants, but it will be an important opening wedge for further requests.)

Other Possibilities:

3. As a representative from the discrimination task force, go to the appropriate person and request:

   a. screening for sex and race bias in materials

   OR

   b. an in-service program on various aspects of sexism in education

   OR

   c. a women's awareness week in the schools

   OR

   d. changes in sexist language in school communications, e.g. changing chairman to chairperson, etc.

   OR

   e. male cheerleaders for female games, or mixed cheerleaders for mixed games.

4. Ask the PTA planning committee to set up an awareness workshop on nonsexist childrearing.

5. Ask some students to work with you in setting up a women studies course.

PROJECT AWARENESS RESOURCE MATERIALS

Each of the states participating in Project Awareness will receive one copy of the following:

Slide/tape presentation, "Sex Discrimination in Public Schools"

From Workshop 1 Reference List:

- Frazier & Sadker, Sexism in School and Society
- Farrell, The Liberated Man

From Workshop 2 Reference List:

- Bem & Bem, Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work

From Workshop 3 Reference List:

- Idaho Department of Education, Guidelines for Public School Affirmative Action Planning
- Education Commission for the States, Equal Rights for Women in Education; (Report #77) Equal Rights Resource Handbook for Policy Makers
- KEDS General Assistance Center, A Guide for Title IX Self-Study
- Resource Center on Sex Roles, Complying with Title IX: The First Twelve Months; Complying with Title IX: Implementing Institutional Self-Evaluation
- Pennsylvania Department of Education, Self-Study Guide to Sexism in Schools
- Weitzman & Risso, Biased Textbooks

From Workshop 4 Reference List:

- Rothchild, Sexism in Schools: A Handbook for Action
- Emma Willard Task Force, Sexism in Education
- Kalamazoo Public Schools order list

From Workshop 5 Resource Lists:

- Feminist Press, Nonsexist Curricular Materials for Elementary Schools
- Change for Children, We Can Do It
- Feminists Northwest, Again at the Looking Glass; Planning for Free Lives; "Whatever Happened to Debbie Kraft?"

Limited quantities of the following are provided to trainers:

From Workshop 6 Reference List:

"Guidelines for Combatting Sexism in Language" (National Council of Teachers of English)

"Guidelines for Improving the Image of Women in Textbooks" (Scott Foresman)

"Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles" (Holt, Rinehart, Winston)

Information from:

K.N.O.W. (see page R-~~34~~ 40)

Project Equality, Highline School District, Washington (see page R-~~20~~) 24

MULTI-STATE RESOURCE LIST

(for Alaska, California, Idaho,
Montana, Nevada, Oregon and
Washington)

The following list includes people, groups, and projects available as resources to people working to end sex discrimination in schools. The list is intended to be representative rather than comprehensive. There are many people actively working to end sex discrimination, and the people listed here can refer you to others in your area who can help you meet the particular needs of your school or district. Since we want the list to be useable --- and not overwhelming --- we have kept it down to one to three pages per state.

This list should be used in conjunction with the resource and reference information provided for each workshop. While there is some overlap, most entries appear in only one place.

For information about national groups, projects, and resources, see the list compiled by the Sex Equality in Guidance Opportunities (S.E.G.O.) Project, and the National Organization for Women's (N.O.W.) "Information on Sexism in Education" resource list --- both of which are included in the training manual. (S.E.G.O. list begins on page R-22 ; N.O.W. list begins on page R-31).

USEFUL PRINT MATERIALS

The New Woman's Survival Sourcebook, Kirsten Grimstad and Susan Rennie (eds.) (Alfred A. Knopf, 1975) $5.00. A remarkable collection of information about resources all over the country that can aid efforts to end sex discrimination in schools and communities. Includes women's centers, organizations, bookstores, bibliographies, books, films, etc.

Who's Who and Where in Women Studies, Tamar Berkowitz, Jean Mangi, and Jane Williamson (eds.) (Feminist Press, 1974) $7.50. Contains information about people teaching about sex roles and women studies at the college level. Useful in setting up inservice programs for school personnel and parents, as well as activities and courses for elementary and high school students.

PRESSES (see S.E.G.O. list for additional presses)

All of Us Press (465 17th Street Northeast, Salem, Oregon 97301) Publishes nonsexist, nonracist materials for young people, including bilingual (English and Spanish) materials.

New Seed Press (P.O. Box 3016, Stanford, California 94305) Prints story and picture books free from sex, race, and class stereotyping; history books about women and minorities; fables and fairy tales about change and how things could be.

REGIONAL GENERAL ASSISTANCE CENTERS
(funded by Title IV, CRA)

Serving school districts in Oregon, Washington, and Idaho:

General Assistance Center,
Portland State University
Portland, Oregon 97207
Katherine Preecs, telephone: (503)-229-4624

Serving school districts in California and Nevada:

STRIDE (Service, Training, and Research in Desegregated Education)
1855 Folsom Street
San Francisco, California 94103
Lisa Hunter, telephone: (415)-565-3112

Serving school districts in Montana:

Weber State College
3750 Harrison Boulevard
Ogden, Utah 84403
Grace Burton, telephone: (801)-399-5941, Ext. 481

Serving school districts in Alaska:

General Assistance Center
Alaska Native Foundation
Anchorage, Alaska 99501
Jane Yamashiro, telephone: (907)-274-5638

REGIONAL COORDINATORS FOR WOMEN'S EDUCATIONAL EQUITY ACT

Serving Alaska, Idaho, Oregon, and Washington (Region X, D.H.E.W.):

Rana Cuellar
U.S. Office of Education
Region X, D.H.E.W.
1321 Second Avenue
Seattle, Washington 98101
Telephone: (206)-442-0493

Serving California and Nevada (Region IX):

Mary Ann Clark
U.S. Office of Education
Region IX, D.H.E.W.
50 Foulton Street
San Francisco, California 94102
Telephone: (415)-556-7750

Serving Montana (Region VIII):

Esther Nichols
U.S. Office of Education
Region VIII, D.H.E.W.
1061 Stout Street
Denver, Colorado 80202
Telephone: (303-837-4295

THEATER GROUPS

(featuring productions about women; available for school performances and workshops)

"Ain't I A Woman?" a mono-drama in two acts about the life of Sojourner Truth. Performed by Charmaine Crowell, Institute of Afro-American Arts and Culture, 3379 Hillside Creek, San Jose, California 95132.

The Co-Respondents, Penny Hoffman (agent), 4134 Forest Park Street, Olympia, Washington 98502, telephone (206)-866-4985. Several productions of dramatic readings and original music which address historic and current issues of the women's movement.

Las Cucarachos, A women's theatre group, 2588 Mission Street, #201, San Francisco, California 94110.

Family Circus Theater, 1532 SW Morrison, Portland, Oregon 97205; telephone (503)-222-6562. The Family Circus writes and performs productions for children, students and adults.

Los Angeles Feminist Theater, 8700 Skyline Drive, Los Angeles, California 90046; telephone (213)-656-9044.

MEN'S RESOURCE CENTERS: PUBLICATIONS

East Bay Men's Center, 2700 Bancroft, Berkeley, California 94704; telephone (415)-845-4823. Consciousness raising groups, referral counseling, bibliography, resource materials on men's role and sexism.

Portland Men's Resource Center, 3534 SE Main, Portland, Oregon 97214; telephone (503)-235-3433. Discussion groups, resource information; newsletter; "Changing Men."

Seattle Men's Resource Center, Metrocenter YMCA, 909 4th Avenue, Seattle, Washington 98104; telephone (206)-447-4551. Discussion groups and resource information about men's roles.

Brother: A Forum for Men Against Sexism, P. O. Box 4387, Berkeley, California 94704. $3.00 for 10 issues.

Morning Due: Journal of Men Against Sexism, P. O. Box 22228, Seattle, Washington 98122. $4.00 for 1 year.

ALASKA

Roberta (Bobbi) Dowell, Chief, Educational Standards; Division of Education Program Support, State Office Building, Department of Education, Pouch F, Juneau, Alaska 99801. Representative to the Multi-State Policy Committee of the Multi-State Project Addressing Sex Discrimination in Public Education.

Mary Halloran, Coordinator, Public Information and Publications, Alaska Department of Education, Pouch F, State Office Building, Juneau, Alaska 99811. Collection of materials and resources on sex discrimination in education.

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Fairbanks National Organization for Women (N.O.W.), P.O. Box 73244, Fairbanks, Alaska 99701. Has an education task force which has studied the extent of sexism in Fairbanks North Star Borough Schools. Susan Iudicello is the editor of the Fairbanks N.O.W. newsletter.

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Alaska Women's Resource Center, 524 West 6th Avenue, Anchorage, Alaska 99501; phone: (907)-278-9047. Their newsletter is called "Sourceline."

Anchorage N.O.W., Colleen Ray, President, 2805 Bering, Suite 2A, Anchorage, Alaska 99503; phone: (907)-274-1584.

Anne Linn, 801 Airport Heights #154, Anchorage, Alaska 99504; phone: (907)-272-6610. Materials for evaluating sex and race stereotyping in curriculum materials.

Jane Yamashiro, General Assistance Center, Alaska Native Foundation, Anchorage, Alaska 99501.

Julie Garrigues, President, Women's Caucus, Anchorage Education Association, c/o Lake Otis Elementary School, Lake Otis Road, Anchorage, Alaska.

Lisa Rudd, 2822 Lore Road, Anchorage, Alaska 99507, State Representative, Alaska House of Representatives. Interested in and supportive of legislation concerning the status of women in Alaska.

Lynne Woods, 4600 De Barr Road, Anchorage, Alaska 99504; phone (907)-333-9561. Human Relations Officer, Anchorage School District. Resource person with extensive files on Title IX and sex stereotyping in education.

National Education Association/Alaska: Women's Caucus, Sanna Green, President, 1301 Bannister Drive, Anchorage, Alaska 99504. Serves as clearinghouse to arrange workshops on assertiveness training, awareness activities and Title IX through the Alaska Talent Bank.

Sandy Wicks, 3110 West 29th, Anchorage, Alaska; phone: (907)-279-9386. Ms. Wicks has slide/tape shows of Alaskan Women at Work: (1) non-traditional occupations; (2) minority women in leadership positions which are available for loan.

ALASKA (cont.)

Susan Merritt, 2916 Knick Ave., Anchorage AK 99503; phone: (907) 272-6939. State representative of Sex Equality in Guidance Opportunities (S.E.G.O.) Program.

The Learning Tree, E.T.C. Lucille Frey and Laurita Hefner, 3304 Vassar, Anchorage AK 99504. Available for human relations workshops including communication and values clarification sessions relating to sexism and racism.

CALIFORNIA

Elena Wong, Bureau of Intercultural Relations, Department of Education, 121 Capitol Mall, Sacramento, California; phone: (916)-445-9482. Representative to the Multi-State Policy Committee of the Multi-State Project Addressing Sex Discrimination in Public Education.

"Women of Sacramento: A Selected Bibliography," Ann Cousineau and Terry Chekon, Sacramento Public Library, 1975.

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Women Educators' Caucus, P. O. Box 22091, San Francisco, California 94122. Information about Title IX, sex role awareness, newsletter.

Project Advance, a project working with California School Districts to eliminate sex bias in education. Center for Advanced Studies in Education, University of San Francisco, 24 Phelan Hall, San Francisco, California 94117; phone: (415)-666-6378 Dr. Kathryn Cirincione-Coles, Director

Project STRIDE (Service, Training, and Research in Desegregated Education), Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103; Lisa Hunter, phone: (415)-565-3112. A General Assistance Center working with school districts in California, and Nevada.

Project Equity, a training institute to ensure equal opportunity in education, Room 327, Education Building, California State University - Fullerton, Fullerton, California 92634; Barbara Peterson, Project Coordinator, phone: (714)-870-3141.

Creative Media Services, San Francisco Unified School District, 440 Harrison Street, San Francisco, California; phone (415)-863-1535. Has developed a "Multi-cultural Women's Studies Media Kit." Contact Jim Koelker.

Aileen Hernandez, Hernandez Associates, Urban Consultants, Suite 105, 4444 Geary Boulevard, San Francisco, California 94118.

Concilio Mujeres, 2588 Mission Street, Room 201, San Francisco, California 94110. Extensive resource material about Chicana women, including a bibliography, newsletter, library theater group.

Women's Coalition---Third World Organization, c/o Helen Marte Bautists, 2260 9th Avenue, San Francisco, California 94116.

Change for Children, 2588 Mission Street, Room 226, San Francisco, California 94110. Materials for teachers and children, elementary grades.

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Marjorie Sywak, Department of Education, Holy Names College, Oakland, Californis 94619; home: 1916 Napa Avenue, Berkeley, California 94707; phone: (415)-527-8483. Ms. Sywak has developed a videotape, "Strategies to Counteract Sex Roles in the Classroom: What the Teacher can do." Now working on sexism in career education materials.

Harriet Herman, University of California Center for the Continuing Education of Women, Berkeley, California 94707; phone: 642-4786. Author of The Forest Princess and other nonsexist children's books. Available for workshop presentations and resource materials.

Women's Studies Program, Berkeley Unified School District, Berkeley, California 94703; phone: (415)-644-6274; Susan Groves, coordinator. A resource center which has collected and produced a wide variety of curriculum materials on sex role awareness, women studies, and minority women available at reasonable cost.

East Bay Women's Yellow Pages, 2nd edition forthcoming, c/o Berkeley Women's Center, 2112 Channing Way, Berkeley, California 94704. An extensive listing of community resources.

East Bay Men's Center, 2700 Bancroft, Berkeley, California 94707; phone: (415)-845-4823. Consciousness-raising groups, referral counseling, bibliography, resource materials on men's roles and sexism.

Joanne Dodge, 740 Berkeley Avenue, Menlo Park, California 95025. Resident Counselor, San Jose State, Co-author, Sexism: A Handbook for Teacher Intervention or Calling Off the Game.

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Status of Women Committee of the American Association of University Women, Livermore-Pleasanton Branch, P.O. Box 661, Livermore, California 94550. Committee has developed high school curricular materials.

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Commission on the Status of Women, Task Force on Sex Role Discrimination, 2403 Professional Drive, Santa Rosa, California 95401; phone: (707)-527-2161. Materials concerning research on women and women's rights, and educational resources.

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Victoria Grizzard, 963 Chelham Way, Santa Barbara, California 93108. Co-author of Sexism: A Handbook for Teacher Intervention or Calling Off the Game.

Santa Barbara Commission on the Status of Women, Task Force on Education, c/o Ellen Schef, 6155 Coloma Drive, Goleta, California 93017.

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CALIFORNIA (cont.)

Kay Ragan, Mt. San Antonio College, 1100 North Grant Avenue, Walnut Creek, California 91789; phone: (714)-598-2811 ext. 353, State Representative for Sex Equality in Guidance Opportunities (S.E.G.O.) Program.

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Aspasia, West Coast Feminist Speakers Bureau, P.O. Box 597, Venice, California 90291.

Consuelo Nieto, Minority Affairs Committee, 1848 Burrell Drive, Los Angeles, California 90065. Chairperson-elect, Chicano Caucus of National Education Association.

Sex Role Consultants, Jeanne Kohl Jenkins and Audrey Fuss, P.O. Box 233, Surfside, California 90743. Materials for classroom use, including a slide show, "Sex Role Socialization in School and Society."

Maureen Carlson, Pacific Oaks College, 714 West California Boulevard, Pasadena, California 91105.

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David Ulrey, Children's School, 4050 Sorrento Valley Boulevard., San Diego, California 92121.

Billie Masters, 13561 Farmington Road, Justin, California 92680, Chairperson, National First American Project, National Education Association.

IDAHO

Idaho Commission on Women's Programs, Pat Ehrlich, Chairperson, Room 102, Statehouse, Boise, Idaho 83707. This is a voluntary commission with a Task Force on Sex Discrimination in education to educate citizens regarding the requirements of Title IX. The Task Force is setting up workshops statewide and establishing procedure for handling sex discrimination complaints, information and referrals.

Karen Morgan, Chairperson, Education Task Force Idaho Commission on Women's Programs, 3305 Kipling, Boise, Idaho 83704. Ms. Morgan has copies available of a study on sex discrimination in the Boise School District (1973).

Ellen Munson, Idaho P.T.A., Idaho Education Building, 620 North 6th, Boise, Idaho 83702.

Driek Zirinski, Language Arts Consultant, State Department of Education, Jordan Office Building, Boise, Idaho 83720; phone: (208)-384-2168.

Rudy Liveritte, Affirmative Action/Desegregation Supervisor, State Department of Education, Jordan Office Building, Boise, Idaho 83720; phone: (208)-384-2116.

Leila Lewis, Idaho State Department of Education, Jordan Office Building, Boise, Idaho 83720; phone: (208)-384-2113. State representative of Sex Equality in Guidance Opportunities (S.E.G.O.) Project; information about audio-visual and curriculum materials.

Louise Jones, 1711 North 12th, Boise, Idaho 83702; phone: (208)-344-2363. Chairperson, Women's Caucus, National Education Association, Commissioner, Education Commission of the States; member of the E.C.S. Equal rights for Women in Education Task Force; Has developed resource lists and models for training.

Tish Andresen, Head of Children's Services, Boise Public Library, 715 Capitol Boulevard, Boise, Idaho 83706; phone: (208)-345-1820. Bibliographies on "nonsexist books," "biographies of women" and "one-parent families" for young people.

Women's Alliance, Boise State University, Student Union Building, Boise, Idaho 83725. An organization for raising the consciousness of women; sponsors various projects.

Women's Center, c/o YWCA, 720 West Washington, Boise, Idaho 83702; phone: (208)-343-3688. The center is used by many women's groups; the center organizes and coordinates consciousness-raising groups, women's newspaper, TV show, rape crisis center.

Women's World, newspaper; P.O. Box 5354, Boise, Idaho 83705.

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IDAHO (cont.)

Women's Center, University of Idaho, Moscow, Idaho 83843; phone: (208)-885-6616. Has workshops, discussions, films, guest speakers, lending library, and referral system for campus and community. The "Women's Survival Catalogue" is a publication of the Women's Center and provides information regarding resource groups and services in the Moscow area.

Women's History Project, University of Idaho, Moscow, Idaho 83843. Collecting materials on local women's history.

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Women's Center, 10 5th Street, Lewiston, Idaho 83501.

MONTANA

Mary Leonard-Connor, Coordinator, Equal Learning Opportunities Program, Montana State Office of the Superintendent of Public Schools, Helena, Montana 59601; phone: (408)-449-3095. Representative to the Multi-State Policy Committee of the Multi-State Project Addressing Sex Discrimination in Public Education.

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Striving for Equality in Education (S.E.E.), Jean Dimich, Director, Rocky Mountain College, Billings, Montana 59102; phone: (406)-245-6151 ext. 215. A training institute dealing with sex bias in education. Offers technical assistance to school districts. Has a pamphlet, "Title IX: What It Means To You and Your School."

Sue Matthews, Director, Continuing Education for Women, Eastern Montana College, Billings, Montana 59101.

Sandra Rietz, Elementary and Secondary Education, Eastern Montana State College, Billings, Montana 59101.

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Alice Oxley, Missoula County Vocational-Technical Center, Missoula County High School, 915 South Higgins, Missoula, Montana 59801; phone: (406)-728-2400. A school counselor who has done workshops on nonsexist counseling.

Judy Shea, Florence-Carleton High School, Florence, Montana 59833; phone: (406)-273-6301. A school counselor who has done workshops on nonsexist counseling.

Estelle TaFoya, University of Montana Department of Education, Missoula, Montana 59801; phone: (406)-243-4153. Has done workshops on sex role stereotyping in education.

Women's Resource Center, University Center, University of Montana, Missoula, Montana 59801; phone: (406)-243-4153. Has bibliographies, articles, references.

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Bozeman Women's Political Caucus, Eleanor Pratt or Marilyn Wessell, 1432 South 3rd Avenue, Bozeman, Montana 59715. Has done some research and collected materials dealing with sex role stereotyping in schools.

NEVADA

William Abrams, Consultant, Nevada Department of Education, Capitol Complex, Carson City, Nevada 89710; phone: (702)-885-5700, ext. 245.

Frank Brown, Consultant, Nevada Department of Education, Capitol Complex, Carson City, Nevada 89710; phone: (702)-885-5700, ext. 250. Available for workshops and has worked extensively in the area of personnel and guidance.

Austin E. Haddock, Consultant, Nevada Department of Education, Capitol Complex, Carson City, Nevada 89710; phone: (702)-885-5700, ext. 245. Experience in the administration of equal educational opportunities programs; available for technical assistance to school districts. Representative to the Policy Committee for the Multi-State Project Awareness Sex Discrimination in Public Education.

Amy D. Heintz, Consultant, Nevada Department of Education, Capitol Complex, Carson City, Nevada 89710; phone: (702)-885-5700, ext. 245. Ms. Heintz specializes in home economics and was the chairperson of the Ad Hoc committee to consider sexism in the schools (1975).

Victor Hyden, Executive Secretary, Nevada State Textbook Commission, Nevada Department of Education, Capitol Complex, Carson City, Nevada 89710; phone: (702)-885-5700, ext. 250. Is working on sex stereotyping criteria for use in adopting textbooks; should be ready in fall 1976.

Nevadans for the Equal Rights Amendments, Box 1682, Carson City, Nevada 89701; phone: (702)-882-4029.

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Beverly Eagan, Counselor, Reed High School, 1350 Baring Boulevard, Sparks, Nevada 89431; phone: (702)-359-7600. State representative of Sex Equality in Guidance Opportunities (S.E.G.O.) Project.

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Dana Davis, College of Education, University of Nevada, Reno, Nevada 89507; phone: (702)-784-4921. Ms. Davis has taught courses on "Women in Education and is working on a survey on sex discrimination in schools.

Evelyn Deermin, College of Education, University of Nevada, Reno, Nevada 89507; phone: (702)-784-4921. Ms. Deermin is presently developing a survey regarding sex discrimination in schools.

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Bernice Moten, Consultant, Nevada Department of Education, State of Nevada, Mail Room Complex, Las Vegas, Nevada 89158; phone: (702)-385-0191. Ms. Moten has assisted with equal educational opportunities programs.

OREGON

Governor's Commission on the Status of Women, P.O. Box 38, Beaverton, Oregon 97005; phone: (503)-229-4849.

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Mary Hall, Associate Superintendent, Department of Education, 942 Lancaster Drive Northeast, Salem, Oregon 97310.

Barbara Wood, Administrative Assistant, State Textbook Commission, Department of Education, 942 Lancaster Drive, Northeast, Salem, Oregon 97310; phone: (503)-387-3610. Information on textbook adoption guidelines.

Women for Educational Change, 1985 Virginia Street, Salem, Oregon 97301; phone: (503)-581-6046; Carol Clore, Chairperson. A nonprofit tax exempt group working to make changes in the Salem School District. Carol is a teacher at Silverton Union High School, Salem, and has developed a women studies course.

Pat Moore, 1493 Jordan Drive South, Salem, Oregon 97302; phone: (503)-363-0018. State representative of Sex Equality in Guidance Opportunities (S.E.G.O.) Program.

Education Coordinating Commission, 4263 Commercial Street Southeast, Salem, Oregon. Has a profile of employment of women in all levels of education in Oregon.

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Jean Garcia, The Cottage (a women's collective), Oregon College of Education, Monmouth, Oregon 97361.

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Kathryn Scotten Preecs, General Assistance Center, Portland State University, Portland, Oregon 97207; phone: (503)-229-4624. Technical assistance in the elimination of sex discrimination for school districts in Oregon, Washington, and Idaho.

Portland Women's Yellow Pages, 1420 N.E. 26th, Portland, Oregon; phone: (503)-284-6164.

"Non-sexist Books for Children," a bibliography available from the Central Children's Library, 801 S.W. 10th Avenue, Portland, Oregon 97205.

Bobbie Nunn, Career Opportunities Program, Portland Public Schools, 631 Northeast Clackamas Street, Portland, Oregon 97208; and Affirmative Action for Black Women, 12811 Northeast Rose Parkway, Portland, Oregon 97230.

OREGON (cont.)

Oregon Council for Women's Equality, P.O. Box 8186, Portland, Oregon 97207. Sponsors an annual conference on women's issues.

Women's Place/Resource Center, 1915 N.E. Everett, Portland, Oregon 97232; phone: (503)-234-7044. Resource directory, referrals, discussion groups.

Men's Resource Center, 3534 S.E. Main, Portland, Oregon 97214; phone: (503)-235-3433. Discussion groups, resource information, newsletter.

Verna Bailey, Human Relations Director, Beaverton School District, Beaverton, Oregon.

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Bev Melugin, Instructional Materials Analyst, School District 4J, 400 North Monroe, Eugene, Oregon 97402; phone: (503)-687-3378.

Anne Stewart, Women's Program Specialist, Lane Community College, 4000 East 30th Avenue, P. O. Box 1E, Eugene, Oregon 97401; phone: (503)-747-4501. The college has a Human Awareness Council and is developing ties with community groups concerned about sexism and education.

Joanne Carlson, Assistant Dean of the Graduate School, University of Oregon, Eugene, Oregon. Has information about the Governor's Commission on the Status of Women, the National Council of Women in Educational Administration, and other groups.

Pat Schmuck, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon. Dissertation on sex discrimination affecting women school administrators. Director of a project funded by the Women's Educational Equity Act concerning women in educational administration.

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Gwyneth Britton & Associates, 1054 Northwest Filmore, Corvallis, Oregon 97330; phone: (503)-753-7629. Resource information; available for workshops.

Jeanne Dost, Director of Women Studies, Oregon State University; phone: (503)754-1335. The Women Studies Center has a wide variety of resource information and materials.

Margaret Lumpkin, School of Education, Oregon State University, Corvallis, Oregon 97331; phone: (503)-754-1821. Information about sexism in textbooks, affirmative action, and equal opportunities in athletics.

Penny McDonald/Joy Pielstick, Cresent Valley High School, 4444 Highland Drive, Corvallis, Oregon 97330. Have developed a high school history course.

Sue Gordon, Coordinator of Women's Programs, Division of Continuing Education, Oregon State System of Higher Education, Corvallis, Oregon 97331.

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OREGON (cont.)

Educational Commission, Mary Christlieb, chairperson, Southern Oregon State College, Ashland, Oregon 97520.

Jan Thompson, 10117 Wagner Creek Road, Talent, Oregon; phone: (503)-535-4721. Has been studying sex discrimination in secondary texts, particularly in social science and is available to speak to teacher groups.

"Women in a Changing Economy." - a videotape of highlights of a one-week conference; deals with economic issues and includes materials on stereotyping. Available through Intermediate Education District, Medford, Oregon.

WASHINGTON

Beth Voorhees Wilke, Supervisor, Equal Educational Opportunities, State Superintendent of Public Instruction, Olympia, Washington 98504; phone: (206)-753-2560. Title IX compliance.

Mary Helen Roberts, Executive Director, Washington State Women's Council, 313 Insurance Building, Olympia, Washington; phone: (206)-753-2870. Information on all Washington legislation affecting women.

Joyce Miyake, Chairperson, Human Relations Committee, c/o Washington Education Association, 910 Fifth Avenue, Seattle, Washington 98104.

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Puget Sound Women's Directory, published by Pandora, a Washington Women's news journal. Available at bookstores or for $3.75 from P. O. Box 5094P, Seattle, Washington 98105.

Seattle-King County N.O.W., 6500 Ravenna Avenue Northeast, Seattle, Washington 98115; phone: (206)-523-2121. Active task forces on education and on non-sexist child-rearing. Also has a useful slide show on sexism in the media, "If I've Come Such A Long Way, How Come You Still Call Me Baby?"

Feminists Northwest, 5038 Nicklas Place Northeast, Seattle, Washington 98105; phone: (206)-524-4973. A non-profit education group working to end sex discrimination in schools and society. Available for workshops with school and community groups. The group has developed curriculum materials in language arts and home economics, as well as a slide/tape presentation "Sex stereotyping in Elementary School Books; A Hidden Curriculum." Distributing Hypatia's Sisters: Biographies of Women Scientists--Past & Present.

Ad Hoc Committee for Women and Girls in Education (WAGE), Georgie Kunkel, 3409 Southwest Trenton Street, Seattle, Washington 98126; phone: (206)-935-8663. Publishes WAGE magazine. Georgie Kunkel is also the state representative of Sex Equality in Guidance Opportunities (S.E.G.O.) project.

Sex Bias Commission, Seattle School District, Seattle, Washington 98109. phone: (206)-587-5050. The Seattle School District has a growing collection of print and audio-visual materials about sex role awareness and women studies.

Sedonia Young, Affirmative Action Officer, Seattle School District, Seattle, Washington 98109; phone: (206)-587-5517.

Men's Resource Center, Metrocenter YMCA, 909 4th Avenue, Seattle, Washington 98104; phone: (206)-447-4551. Discussion groups and resource information about men's roles.

WASHINGTON (cont.)

Zakiya Stewart, coordinator of Instructional Programs Regarding Sex and Multi-Ethnic Awareness, Lake Washington School District, P.O. Box 619, Kirkland, Washington; phone: (206)-827-0551. Curriculum, resource, and in-service materials.

LaRae Glennon, Director, Project Equality, Highline School District, 15675 Ambaum Boulevard Southwest, Seattle, Washington 98166; phone: (206)-433-2365. A project on sex equality in career opportunities which has developed a variety of curricular and resource materials.

Educational Service District No. 110, 1410 South 200th Street, Seattle, Washington 98148; phone: (206)-242-9400. Has available print and audio-visual materials about sex role awareness and women studies.

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Inara Horton, Affirmative Action Officer, Edmonds School District, Edmonds, Wa.

Sherry Satran, Women's Program, Skagit Valley College, Oak Harbor and Mt. Vernon, Washington.

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Carole Cathersal, Management Consultant, 3207 North 26th Street, Tacoma, Washington 98407; phone: (206)-759-6365. Is available with Lenore Severson and Oren Glick, to do workshops on sex discrimination.

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Grant Hendrickson, Title IX Administrator, Longview Public Schools, Longview, Washington 98632.

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Rayna Kline, Coordinator, Women's Programs, Clark College, Vancouver, Washington 98663.

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Sharon McConnell, Selah High School, Selah, Washington; phone: (206)-697-7245. Has developed a course in women studies.

Madge Young, Central Washington State College, Department of Education, Ellensburg, Washington; phone: (509)-963-3412. Sponsors workshops, classes on sexism.

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WASHINGTON (cont.)

Pamela Jacklin, Director, Office of Affirmative Action and Special Programs, Washington State University, Pullman, Washington 99163; phone: (509)-335-8288.

Inga Kelly and Carole Johnson, Department of Education, Washington State University, Pullman, Washington 99163. Offer in-service courses on sexism in education.

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Sharon Parks, Women's Task Force, Whitworth College, Spokane, Washington 99251; phone: (509)-489-3550 ext. 247. The Whitworth College Library (ext. 351) has over 100 microfilm reels of Women's Archives from the Women's History Research Project.

Marion Moos, Past-Time Feminist Book Center, 109 South Wall, Spokane, Washington 99204; phone: (509)-838-1633. The Bookstore has resource information on sexism, KNOW pamphlet materials, nonsexist children's books.

Dawn Hiemdal, 506 17th Avenue, Spokane, Washington 99203. Has a slide show on sexism in textbooks.

Spokane N.O.W. Education Task Force, Analee Compton, 11120 East 19th, Spokane, Washington 99206; phone: (509)-924-0994.

Women's Resource Center, YWCA, West 829 Broadway, Spokane, Washington 99201. Has classes, discussion groups, workshops, resource information.

S.E.G.O. (SEX EQUALITY IN GUIDANCE OPPORTUNITIES)
RESOURCE LIST (reprinted with permission)

SEX EQUALITY IN GUIDANCE OPPORTUNITIES PROJECT
American Personnel & Guidance Association
1607 New Hampshire Ave N.W.
Washington, D.C. 20009

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EDUCATIONAL FINANCIAL AID

Scholarships and Education Financial Aid Sources for Women

Altrusa International Foundation, 332 South Michigan Avenue, Chicago, Ill. 60604. Provides awards to women for training or retraining to qualify for employment. Emphasis is on vocational education (nursing, x-ray technology, and bookkeeping). Contact, Chairperson, Founders Fund Vocation AIE Committee.

American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037. Awards dissertation fellowships to women who have completed course work in a doctoral program. Contact, Director, AAUW Fellowships Program.

Athletic Scholarships for Women. Listing in *WomenSports*, October, 1975 of 126 colleges and universities in 41 states offering athletic scholarships of varying amounts for women. *WomenSports*, 1660 South Amphlett Blvd., Suite 266, San Mateo, California 94402. Subscription $8.95 a year ($1 single copy).

Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. Awards career advancement scholarships to adult women who need further training or education to begin a career or to improve professional opportunities. Contact the Foundation.

Carnegie-Mellon Mid-Career Women's Fellowship Program, Bruce Hall, Room 202, University of Pittsburgh, Pittsburgh, Pa. 15213. A grant of over $200,000 has been given to the Graduate School of Public Affairs at the University of Pittsburgh earmarked for women between 30 and 50 who want to pursue graduate studies at the master or doctoral level in urban affairs or public administration. Contact, Admissions Officer, Graduate School of Public and International Affairs.

Clairol Loving Care Scholarship Program. The $50,000 fund is for women 30 and older who are continuing post-secondary educations to achieve career goals. Write for application form from the Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036.

The Danforth Foundation, 222 South Central Ave., St. Louis, Mo. 63105. Offers a national graduate fellowship program to women with undergraduate degrees who want to pursue full- or part-time graduate study leading to a career in secondary or college teaching or administration. Contact, Director, Graduate Fellowships for Women.

The Diuguid Fellowship Program, 795 Peachtree Street, N.E., Suite 484, Atlanta, Ga. 30308. Provides funds to "mature women" (anyone over 21 may apply) for one year of retraining or study in a program of formal study, internship or independent effort. Applicants must live and attend school in the south. Contact, Executive Director, Council of Southern Universities, Inc.

Educational Financial Aid Sources for Women: Prepared as a Service of the Clairol Loving Care Scholarship Program. This source may be obtained from Clairol Scholarship Program, 345 Park Avenue, New York, New York 10022.

Five Federal Financial Aid Programs: Pamphlet describing five programs for women and men supported by Office of Education is available from U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202. Ask for DHEW Publication No. (OE) 75-17907.

General Federation of Women's Clubs. In the past two years approximately $2.5 million has been awarded to women through local and state chapters of Women's Clubs. Contact the President of the Women's Club in your community.

Helena Rubinstein Foundation, 261 Madison Ave., New York, N.Y. 10016. Awards grants to colleges and universities nationally and internationally for scholarships, the majority of whom go to women, both for entering freshmen and adult women. Contact the Foundation at the above address.

The National Association of Bank Women, State Street Bank & Trust Company, Box 351, Boston, Mass. 02101. In conjunction with Simmons College, has developed a pilot project for a Bachelor's degree program in management for women bankers who need further education for career advancement. Contact, Anne L. Bryant, Education Director. (Program to be expanded to nine other colleges.)

The Philip Morris Scholarship Fund, Philip Morris, Inc., 100 Park Avenue, New York, N.Y. 10017. $20,000 scholarship program provides funds to women over 25 who are engaged in part-time only undergraduate study at either a community or 4-year college. (For use by women attending schools in southwestern Michigan.) Contact, Ms. Carole Johnson, Manager of Urban Affairs, Philip Morris Scholarship Fund.

The Sears Roebuck Foundation. $300,000 is to be available in loan funds to "women only" of any age attending graduate schools of business. Loans will be available up to $2,000. Contact, Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. Program begins fall of 1975.

Soroptimist Awards, 1616 Walnut Street, Philadelphia, Pa. 19103. Funds available, $2000 each, for training or retraining mature women in vocational or technical study. Awards given through the local clubs in the 15 regions. Contact, Soroptimist.

Woodrow Wilson National Fellowship Foundation, 32 Nassau Street, Princeton, N.J. 08540. Awards Dissertation Fellowships in Women's Studies to graduate students on the basis of their ability to contribute original and significant research about women's role in society. Contact the Foundation.

Universities, colleges and continuing education programs for women within these schools are sources of financial assistance. Contact the educational institutions in your area.

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BIBLIOGRAPHIES/RESOURCES

American Association for the Advancement of Science, Scientific Manpower Commission. **Major report on professional women and minorities.** 1975. 320-page study provides information on women and minority group members, with emphasis on the sciences, engineering, arts, humanities, education and the professions. Available from the Association, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036. $40.

American Association of School Administrators. **Sex equality in educational administration,** AASA Executive Handbook Series, VII, 1975. Stock #021-00440. This pamphlet offers a step-by-step guide for insuring that women are represented in administrative ranks more in proportion to their numbers in the education profession. Available from the Association, 1801 North Moore Street, Arlington, Va. 22209. $1. (Orders under $10 must be pre-paid.)

American Personnel and Guidance Association, Project on Sex Equality in Guidance Opportunities. **Resources for counselors, teachers and administrators.** 2nd Edition. Divided into six categories—bibliographies/resources, counseling, curriculum, girls & women/boys & men, sports and the law—are listings of current useful material. Additional information lists organizations, publishers, reports on sex bias in schools and scholarship aid available to women.

TECHNICAL ASSISTANCE PRODUCT FROM THE SEGO PROJECT

Handbook for Workshops on Sex Equality in Education. Written by M. E. Verheyden-Hilliard and based on the experiences of the SEGO Project. Includes information, resources, activities to help an individual organize and lead a workshop on sex equality in education. Presents workshop outline, backup material for the workshop leader on the socialization of boys and girls, double discrimination of minority girls and women, counseling materials, curriculum, athletics in an educational setting and statistical information on women's lives. Comprehensive appendices contain Title IX and its Regulation, U.S. Equal Employment Opportunity Commission's "Guidelines on Discrimination Because of Sex," National Institute of Education, DHEW "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories" and the Women's Educational Equity Act. Available from the Sex Equality in Guidance Opportunities (SEGO) Project, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Free.

Association of American Colleges, Project on the Status and Education of Women. **On campus with women (number 11).** June 1975. Paper includes information about affirmative action, employment, education, admission and sports. Available from the Project on the Status and Education of Women, 1818 R Street, N.W., Washington, D.C. 20009. Free.

Behavioral Publications News. Promotional. Astin, H., Suniewick, N., & Dweck, S. (Eds.) **Women: A bibliography of their education and careers.** New York: Behavioral Publications, 1974. Comprehensive selection of over 350 abstracts, annotations of the research literature. $10.95.

Business & Professional Women's Foundation. **Career counseling: New perspectives for women and girls, a selected annotated bibliography.** 1972. Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. Bibliography is divided into two sections: research material on counseling and occupational choices; careers—where they can be found and how to go about getting jobs. 50¢.

Cisler, Lucinda. **Women: a bibliography, 1968, 1969, 1970.** Over 900 annotated entries in this paperback book are divided into 14 subject categories. Available from the Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357. 70¢.

Daniels, Arlene Kaplan. **A survey of research concerns on women's issues.** 1975. Of special interest to those undertaking studies relating to women and to organizations interested in funding such studies is this comprehensive review of central areas of research relating to women. Available from the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. Free.

Eichler, Margrit. **An annotated selected bibliography of bibliographies on women.** This is a comprehensive guide which describes over 40 extensive and specialized bibliographies concerning women. Available from the Publications Office, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Canada, K1P 5N1. $1.

Farmer, H., & Backer, T. **Counselor's sourcebook: Career guidance and vocational counseling for women. Sourcebook** is being developed as part of a project of the Human Interaction Research Institute, Los Angeles, sponsored by National Institute of Education. Publication will include discussions of recent research on counseling women and impact of federal legislation on women's work opportunities; facts about women at work in the 70s, and a listing of information sources. Available early in 1975.

Feminists on Children's Media. **Little Miss Muffet fights back.** (Rev. ed.) New York: Feminists Book Mart, 1974. 162-11 Ninth Avenue, Whitestone, N.Y. 11357. 64-page annotated list of recommended non-sexist books about girls for young readers (textbooks are not included). $1.25.

Gersoni-Stavn, D. (Ed.). **Sexism and youth.** New York: R. R. Bowker Co., 1974. This 465-page book is a gathering-together of writings and source material on sex discrimination previously available only as isolated papers. This is "a workbook for humanism, a textbook for a new educational commitment. . . ." $9.95.

James, E. T. (Ed.). **Notable American women 1607-1950.** A biographical dictionary. Three volumes. The Belknap Press of Harvard University Press, Cambridge, Mass. 1974. Excellent source of women's "lost" history contained in carefully documented biographies of 1,379 American women. Prepared under the auspices of Radcliffe College. Hardcover $75.00. Paperback $25.00.

Lerner, Gerda (Ed.). **Black women in white America: a documentary history.** New York: Random House, Vintage Books, 1973. In over 600 pages, divided into ten subject areas, American Black women tell their history beginning with the times of slavery to present day. $3.95.

Maccoby, Eleanor E., and Carol N. Jacklin. **The psychology of sex differences.** Stanford: Stanford University Press, 1974. This book is a compilation of the research and interpretive writings concerning how the sexes differ and how they do not differ in many aspects of psychological functioning. $18.

Massachusetts Institute of Technology. **Human studies collection: men's studies bibliography and women's studies bibliography.** The material in each bibliography is divided into 11 subject categories including education, employment, health, history, sports, etc. The collection is available from the Humanities Library, MIT, Cambridge, Mass. 02139. Free.

National Clearinghouse for Mental Health Information, U.S. Department of Health, Education and Welfare. **Clearinghouse** will do a computer search of the research for an unedited printout of references and abstracts on a particular subject. Contact the Clearinghouse at Health Services & Mental Health Administration, 5600 Fishers Lane, Rockville, Md. 20852. Phone 301 443-4517.

North Carolina Museum of Art and the Salem Fine Arts Center. **Women: a historical survey of works by women artists.** 1972. This is a catalog of 87 works by over 75 artists from the 17th century to present day. The scholarly introduction which answers pertinent questions about women and art makes this book particularly useful to teachers. Available from the Museum Store, 107 E. Morgan St., Raleigh, N.C. 27601. $2.

Peterson, Deena (Ed.). **A practical guide to the women's movement.** 1975. Brooklyn: Faculty Press, Inc. This book is divided into three sections to serve as a useful handbook to the Women's Movement. The "Directory" contains descriptive listings under such topics as Education, Employment, Legal, History, Sports, etc. The "Reading List" coincides with the "Directory" and annotates over 500 books. $5.

Project on the Status and Education of Women, Association of American Colleges. **Some useful bibliographies on women in education.** 1972. 1818 R Street, N.W., Washington, D.C. 20009. List of eight excellent resources. Free.

Resource Center on Sex Roles in Education. **Research action notes.** December 1973. 1201 16th Street, N.W., Washington, D.C. 20036. This issue notes progress made at state level in eliminating sex role and racial bias in education; lists conference resources. Write to be put on their mailing list.

Sense and Sensibility Collective. **Women and literature: An annotated bibliography of women writers.** (2nd ed. rev.) Cambridge: Sense and

Sensibility, 1973. 57 Ellery Street, Cambridge, Mass. 02138. 399 entries, mainly 20th century authors, with two shorter lists of writers before the 20th century and works about literature. Biographic notes included for some major writers. $1.25.

Steele, M. **Women in vocational education: Project Baseline supplementary report.** 1975. 6502 N. 35th Avenue, Phoenix, Arizona 85017. One of a series of special reports that reviews and analyzes available data on women in vocational education with recommendations for change; by the Northern Arizona University under contract with the U.S. Office of Education.

U.S. Commission on Civil Rights. **Civil Rights Digest,** Spring 1974. 1121 Vermont Ave., Rm. 410, Washington, D.C. 20425. This issue includes articles on feminism as it relates to Puertorriquenas, Chicanas, Black women, Asian and Indian women. Digest also offers a Resource List for Women: research centers, clearinghouses on women's issues, legal aid sources, and women's centers. Free.

The following items are available from the **Women's Bureau,** U.S. Department of Labor, Washington, D.C. 20210. Unless otherwise indicated, these items are free.

American women at the crossroads: Directions for the future. 1970. Report of the 50th anniversary conference of the Women's Bureau. Ten appendices: roster, director, agency/organizational representation, exhibits and selected references.

A guide to sources of data on women and women workers for the United States and for regions, states and local areas. 1972.

Publications of the Women's Bureau. 1974. Over 75 listings of excellent resource material. Useful in the classroom as well as for the research scholar.

Westervelt, E., & Fixter, D. **Women's higher and continuing education: An annotated bibliography with selected references on related aspects of women's lives.** New York: College Entrance Examination Board, 1971. $1.50.

Women's studies abstracts. Brochure for: P.O. Box 1, Rush, New York 14543. Published quarterly. Material divided into twelve categories of use in women's studies. Year's subscription is $8.50.

Filmstrip

Project on Sex Equality in Guidance Opportunities, American Personnel and Guidance Association. **A chance to choose.** Filmstrip on counseling included in Multi-Media Kit developed by the SEGO Project, content prepared by J. Birk.

COUNSELING

Abt Publications. **Sex fairness in career guidance: A learning kit.** 1975. The curriculum consists of four chapters which discuss traditional family and occupational roles for both sexes and provides an introduction to a sex-fair guidance program. An annotated resource guide to readings and audio-visual materials is included. The kit has been developed for use by counselors, counselor-educators, teachers, administrators and librarians under a contract from the National Institute of Education, DHEW. Available from Abt Publications, 55 Wheeler Street, Cambridge, Mass. 02138. $15 plus $1.50 for shipping and handling.

Bem, S., & Bem, D. **Training the woman to know her place: The social antecedents of women in the world of work.** 1973. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126. Explanation of the effect of sex role conditioning on women's aspirations and the ways in which women learn their place in society.

Birk, J., & Tanney, M. **Career exploration for high school women: A model.** Paper presented at the National Education Association Conference, 1972 at Airlie, Virginia. NEA, 1201 16th St., N.W., Washington, D.C. 20036. A model designed for junior and senior high school levels to heighten awareness of the influence of sexism regarding women's roles.

Broverman, I., et al. **Sex role stereotyping and clinical judgments of mental health.** *Journal of Consulting and Clinical Psychology, 1970, 34.* KNOW, Inc. reprint, P.O. Box 86031, Pittsburgh, Pa. 15221. Paper studies the assumptions of clinical psychiatrists and psychologists about the healthy male, healthy female, and the healthy adult. 40¢.

Diamond, E. (Ed.). **Issues of sex bias and sex fairness in career interest measurement.** National Institute of Education, Education and Work Group, 1200 19th Street, N.W., Washington, D.C. 20208. The book is a series of papers with bibliographies which not only give an overview of the issues of sex bias in counseling and teaching, but also represent a comprehensive analysis of sex bias in measurements and inventories.

Feminist Action Alliance Inc. **Non-traditional career day program.** 1975. This is a how-to packet to help in planning a program. P.O. Box 54717, Civic Center Station, Atlanta, Ga. 30308. $5.

Gardner, J. **Sexist counseling must stop.** *Personnel and Guidance Journal,* May 1971, 49. KNOW, Inc. reprint, P.O. Box 86031, Pittsburgh, Pa. 15221. Call for change in counseling. Includes a useful chart listing similarities between two oppressed groups: women and blacks. 30¢.

Lipman-Blumen, J. **How ideology shapes women's lives.** *Scientific American,* January 1972, 266. Data from a survey of college women reveal that a woman's life goals, particularly her educational and occupational aspirations, are guided by the type of sex-role ideology acquired in childhood.

Miles, Betty. **Channeling children: sex stereotyping in prime-time TV.** 1975. Princeton: Women on Words and Images. **Channeling children,** which analyzes 20 TV shows, documents the extent of sex stereotyping in popular television. The chapter, "Changing the Stereotypes," is helpful for those wishing to change or combat the myths television fosters. $2.50.

The following items are available from the **Women's Bureau,** U.S. Department of Labor, Washington, D.C. 20210 (unless otherwise indicated). With the exception of Careers for Women in the 70's, these items are free.

Careers for women in the 70's. 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Projects changes in major occupation groups in order to help women make realistic career plans. 50¢.

Conozca sus derechos. 1967. What the working wife should know about her rights (Spanish translation).

DeVivo, P., & DeVivo, S. **Help for the woman breadwinner.** Reprinted from *Manpower,* February 1973, 5. Report of the experimental Female Job Placement Program's efforts to increase job options and pay for disadvantaged women.

Facts about women's absenteeism and labor turnover. 1969. Again, the myth and the reality.

Highlights of women's employment and education. 1974. Statistics on women's employment patterns, earnings and education, including age, family status and occupations.

Marshall, P. **Look who's wearing lipstick!** Reprinted from *Manpower,* December 1972, 4. Interesting and revealing interviews with women working at "men's" jobs.

The myth and the reality. 1974. Paper refutes nine common misconceptions with the truth about working women.

Steps to opening the skilled trades to women. 1974. Paper discusses ways women can get into the trades and unions.

Stevenson, G. **Career planning for high school girls.** Reprinted from *Occupational Outlook Quarterly,* Summer 1973. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Pamphlet points out reasons for planning for a career not merely for work.

Why women work. 1974. Women work to support themselves and others; discussion supported by facts and figures.

Mitchell, J. **Other choices for becoming a woman.** Pittsburgh: KNOW, Inc. 1974. A feminist handbook for high school women to help them realize their potential as women and plan now for other choices. $5.50.

National Institute of Education, Education and Work Group. **Guidelines for assessment of sex bias and sex fairness in career interest inventories.** 1974. U.S. Department of HEW, NIE, Washington, D.C. 20208. Program presents a comprehensive analysis of sex bias in the test, inventory, technical information and interpretative information.

Project on the Status and Education of Women, Association of American Colleges. **American Personnel and Guidance Association cites vocational test for sex bias.** June 1972. 1818 R Street, N.W., Washington, D.C. 20009. APGA cites Strong Vocational Interest Blank as discriminatory in a resolution March 1972. Free.

Sandler, B. **The academic woman: Why women need less pay (and other myths).** *The Chronicle of Higher Education*. March 1973. Reprinted by the Project on the Status and Education of Women, Association of American Colleges. 1818 R Street, N.W., Washington, D.C. 20009. Article lists thirteen myths concerning the academic woman and pay. Free.

Seed, S. **Saturday's child.** New York: Bantam Books, 1974. 36 women photographed and interviewed about their jobs and careers—occupations which until recently have been considered out of reach. $1.25.

U.S. Department of HEW, U.S. Office of Education. **Nonsexist education for survival: Final report sex role stereotypes project, USOE-0-72-2507.** July 1973. National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. Documents the development and implementation of the national working conference on sex role stereotypes in the classroom. $2.25.

Wolkon, Kenneth A. **Counseling girls and women: A guide for Jewish and other minority women.** 1973. Pamphlet discusses the women's movement in relation to job discrimination; suggests that counseling can be the important step in expanding career opportunities for girls and women. Included is a listing of Women's Caucuses and Committees and Professional Associations. Available from B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036. $2.

Women on Words and Images. **Doctor, lawyer, Indian chief? Sex stereotypes in career education materials.** Princeton: Women on Words and Images, 1975. An analysis of the sexism found in career materials in the schools is carefully documented in this book. $1.50.

YWCA Vocational Readiness Program. **Will marriage turn you on for 50 years?** Brochure available from the YWCA of Los Angeles, 1215 Lodi Place, Los Angeles, Cal. 90038. Games, role playing and counseling techniques dramatizing the realities concerning women in marriage and careers. Useful with junior and high school students. 15¢.

CURRICULUM

Ahlum, C., & Fralley, J. **Feminist resources for schools and colleges: A guide to curricular materials.** New York: Feminist Press, 1973. College at Old Westbury, Box 334, Old Westbury, New York 11568. This resource list is for teachers, students, counselors, librarians and parents interested in challenging sexism in education and creating non-sexist curriculum. $1.25.

Ahlum, C., & Fralley, J. **Feminist studies.** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th St., Washington, D.C. 20036. Discussion of curriculum material for high school feminist studies.

American Association of School Administrators. **Sex equality in school,** AASA Executive Handbook Series, V, 1975. Stock No. 021-00438. Handbook V is designed to help the school administrator recognize and deal with the problems of sex stereotyping in the school. Available from the Association, 1801 North Moore Street, Arlington, Va. 22209. $1.00.

American Association of School Administrators. **Sex equality in educational materials,** AASA Executive Handbook Series, IV, 1974. Stock No. 021-00432. This handbook designed for the school administrator discusses the problem of sex stereotyping in educational materials and outlines ways administrators can help counteract and change damaging curriculum. Available from the Association, 1801 North Moore St., Arlington, Va. 22209. $1.00.

Citizens's Advisory Council on the Status of Women. **Need for studies of sex discrimination in public schools.** 1971. Department of Labor Building, Room 1336, Washington, D.C. 20210. Booklet recommends state and city commissions and those interested in education review public school systems to determine degree of sex discrimination.

Colloquy, November 1973, 6. **The awareness game.** Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Eighteen essays giving an overview of sexism in education. 50¢.

Concilio Mujeres. **Bibliography on la mujere.** 1974. Concilio Mujeres, a Chicana women's rights group, has compiled a six-page list of articles, papers, films, photos, resources and other information on Chicana and other Spanish-speaking women. Available from Concilio Mujeres, 2588 Mission Street, Room 201, San Francisco, Ca. 94110. $2.

Costo, Rupert (Ed.). **Textbooks and the American Indian.** San Francisco: Indian Historian Press, Inc., 1969. 32 American Indian scholars evaluate over 300 texts and provide an analysis of bias taught in American schools about Native Americans. $5.

Czaplinski, Suzanne M. **Sexism in award-winning picture books.** Pittsburgh: KNOW, 1973. This study presents a detailed examination of sexist biases in children's books. Available from KNOW Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. $2.

Eaton, C., & Jacobs, C. **Sexism in the elementary school.** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. The sexist messages children receive in school damage individual growth; checklist for analyzing sexism in classroom books.

Ernest, John. **Mathematics and sex.** 1975. A survey of women in the field of mathematics indicates that girls are limited and stereotyped from kindergarten through graduate school. Write to the Department of Mathematics, University of California, Santa Barbara, California 93106. Free.

Feminist Book Mart. **Girls and boys . . . together.** Bibliography/catalog lists non-sexist materials for people from 3 years through 17 years. Available from the Mart, 47-17 150th St., Flushing, New York 11355. $1.

Howard, Suzanne. **Liberating our children ourselves.** 1975. A compilation of course materials from more than 50 of the nation's pioneers of Women's Studies courses. The handbook provides resource materials useful for developing units or courses about sexism and sex role stereotyping in our schools. Available from The Association of American University Women, 2401 Virginia Ave., N.W. Washington, D.C. 20037. $1.50.

Iglitzin, L. **A child's-eye view of sex roles.** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Discussion of two studies dealing with sex role stereotyping of school children in three Seattle suburbs.

Johnson, Laurie Olsen (Ed.). **Nonsexist curricular materials for elementary schools.** New York: The Feminist Press, 1974. This is an extensive packet of materials and bibliographies for the teacher and student; useful as guides and models for creating non-sexist curriculum and classroom. Write to the Feminist Press, Box 334, Old Westbury, New York 11568. $5.

Kampelman, Maggie. **WEAL K-12 education kit.** November 1973. The purpose of this kit is to provide an overview of some of the areas of discrimination—curriculum, counseling, sports, administration—and suggest ways to bring about change. Available from the Women's Equity Action League, 821 National Press Bldg., Washington, D.C. 20004. $5.

Kane, I. **Women at Work.** San Francisco: Change for Children, 1974. 2888 Mission St., Rm. 226, San Francisco, Calif. 94110. Packet of fifteen 8 x 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs. Suggestions for classroom use come with each packet. Write for brochure. $3.50.

Levy, B. **Do teachers sell girls short?** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Outlines what educators can do to correct the detrimental effects of sex role socialization in schools.

Lydiard, Beverly W. and Natalie Miller (Eds.). **Kaleidoscope 13: what to do about 622.** 1975. Book was developed as a how-to for educators in implementing the Massachusetts state law "622" prohibiting sex discrimination. Available from Mass. Department of Education, Bureau of Curriculum Services, 182 Tremont St., Boston, Mass. 02111. Free.

Macleod, J., & Silverman, S. **You won't do—What textbooks on U.S. Government teach high school girls.** Pittsburgh: KNOW, Inc. 1974. Suggestions for action and recommendations for changing curriculum; includes an annotated bibliography of studies of women in textbooks. $2.25.

Moberg, V. **Consciousness razors.** 1972. The Feminist Press, Box 334, Old Westbury, New York, 11568. Creative ideas for changing consciousness about sex roles; good pamphlet for classroom use. 20¢.

National Education Association. **Sex role stereotyping: Helping teachers teach.** Customer Service Section 148, 1201 16th Street, N.W., Washington, D.C. 20036. Brochure lists non-stereotyped (race or sex) print and audio-visual materials with price list.

Nieto-Gomez, Anna. **Estudios femeniles de la Chicana.** Los Angeles: University of California, 1974. This booklet develops a basis for integrating Mexican-American women into the curriculum and contains five course outlines and proposals: history, sociology, literature, higher education, Chicana bibliography. Available from University Extension, Daytime Programs and Special Projects, 10995 Le Conte, Los Angeles, Ca. 90024.

Prida, Dolores and Susan Ribner. **A feminist view of 100 books about Puerto Rican, Black, Native American and Asian women as they appear in books are discussed in this article. The books analyzed are for children. The *Digest* is available from Council on Interracial Books for Children, 1840 Broadway, Room 300, New York, N.Y. 10023. $2.50.**

Resource Center on Sex Roles in Education. **Today's changing roles: An approach to non-sexist teaching.** The National Foundation for the Improvement of Education, 1974. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. 108-page paperback designed as supplemental instructional materials to assist children explore and understand that sex role stereotyping has limited female and male roles. For elementary, intermediate and secondary school teachers. $3.00.

Sexism in Textbooks Committee of Women. **Guidelines for improving the image of women in textbooks.** 1972. Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Ill. 60025. Nine-page booklet outlines recommendations for text and illustrations, language, and assignment of roles and activities. Free.

Shargel, S., & Kane, I. **We can change it!** San Francisco: Change for Children, 1974. 2588 Mission Street, Room 226, San Francisco, Calif. 94110. Ideas, experiences and suggestions for eliminating sex and race stereotyping in pre-school and elementary school classrooms. $1.00.

Sinowitz, B. **New legal remedies for women.** *Today's Education,* 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. A listing of directions for legal redress and settlement for teachers and students who have suffered discrimination.

Sprung, Barbara. **The Women's Action Alliance guide to non-sexist early childhood education,** 1974. The **Guide** provides a practical model for achieving a non-sexist classroom environment: specific curriculum units, how to work with parents, resource and materials section, checklist for evaluating sexism in the classroom and an annotated bibliography. **Guide** will be published in the Fall of 1975 by Citation Press. For further information contact the Alliance, 370 Lexington Avenue, New York, N.Y. 10017. $1.50.

Stern, M. (Ed.) **Women in education: Changing sexist practices in the classroom.** 1973. American Federation of Teachers, Women's Rights Committee, 1012 14th Street, N.W., Washington, D.C. 20005. 75-page booklet of education journal reprints is divided into three categories: why change? methods for change in the classroom, and suggested materials; bibliographies on sexism in children's books and women's rights. $1.50.

Trecker, Janice L. **Women in U.S. history high school textbooks.** *Special Education,* 35(3), March 1971. This paper documents the women who do not appear in history books. Available from National Council for Social Studies, 1201 16th Street, N.W., Washington, D.C. $1.50 for the entire issue.

Weitzman, Lenore J. and Diane Risso. **Biased textbooks.** Washington: Resource Center on Sex Roles in Education, 1975. "Images of males and females in elementary school textbooks in five subject areas" documents the omission and stereotyping of females in these texts, and complements "What you can do about biased textbooks." Available from the Resource Center, 1201 16th St., N.W., Washington, D.C. 20036. $1.

Women's Action Alliance. **A model for non-sexist child development: a pre-school program.** 1975. Thirty-two page booklet describes Alliance program, contains an annotated bibliography and resource list of materials, organizations and publications. Write to the Alliance at 370 Lexington Avenue, New York, N.Y. 10017. $1.50.

Recognizing sexism in your school and (reverse) **Schools spread sexism.** Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Handsome 16" x 23" poster.

Warning: Schools spread sexism. KNOW, Inc., Box 86031, Pittsburgh, Pa. 15221. White on red button. 25¢.

GIRLS AND WOMEN/BOYS AND MEN:

Facts and Fiction

American Personnel and Guidance Association Commission for Women. Paper gives brief history of the Commission, its functions and contributions. The 1973-74 Report of the Commission for Women, which includes a selected bibliography, essential readings for counselors of girls and women, is available from Dr. Lynn E. Haun, 8335 Caribbean Way, Sacramento, Calif. 95826. 75¢.

American Federation of Teachers, Women's Rights Committee. **Women's rights policy resolutions.** 1973. Marjorie Stern, Chairwoman, AFT Women's Rights Committee, 1012 14th Street, N.W., Washington, D.C. 20005. Lists resolutions adopted by annual conventions of the AFT. 10¢.

Association of American Colleges, Project on the Status and Education of Women. **Minority women and higher education #2.** 1975. This report reviews the current educational and economic status of Spanish-speaking women and includes a list of resource groups—consulting agencies and Spanish-speaking women's rights organizations. Available from the Project, 1818 R St., N.W., Washington, D.C. 20009. Free.

Association of American Colleges, Project on the Status and Education of Women. **Minority women and higher education #3.** 1975. This is a selected and annotated reading list on Black and Spanish-speaking women. The materials can help educators as they address and study these issues. Write to the Project, 1818 R St., N.W., Washington, D.C. 20009. Free.

The Black Scholar. **Black women's liberation,** 4 (6-7), March-April 1973. This issue contains articles written by women scholars in a variety of fields: history, education, political science and politics. Available from *The Black Scholar,* Box 908, Sausalito, Ca. 94965. $2.

Brennan, P. **Secretary's statement commemorating Women's Week, August 25, 1974.** U.S. Department of Labor, Office of Information, Washington, D.C. 20210. Secretary Brennan's salute to women workers calls for renewed effort in ratifying the Equal Rights Amendment. Free.

Chisholm, S. **The 51% minority.** Address delivered to the Conference on Women's Employment, Chicago, 1970. Reprint available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Chisholm argues for rejection of old stereotypes in order to create change: a humanistic way. 20¢.

Chisholm, S. **Sexism and racism: One battle to fight.** *The Personnel and Guidance Journal.* October 1972, 51. Belief in liberty and equality requires that everyone must join the struggle for equal rights for all.

Citizens' Advisory Council on the Status of Women. **Women in 1973.** Available from the U.S. Government Printing Office, Washington, D.C. 20402. Council report to the President on its efforts to improve the status of women. Eight useful appendices concerning women's organizations, voter statistics, Equal Rights Amendment and appointment of women to the Nixon administration. $1.30.

DePauw, L. **Four traditions: Women of New York during the American Revolution.** 1974. New York State American Revolution Bicentennial Commission, Albany, New York 12210. Survey of four cultural traditions in the 17th and 18th centuries and the history of New York state women. $1.00.

Farrell, Warren. **The liberated man: beyond masculinity: freeing men and their relationships with women.** New York: Random House, 1974. This book discusses the stereotypes of "masculinity" that burden men as well as women. $8.95.

Fasteau, Marc Feigen. **The male machine.** New York: McGraw Hill, 1974. The author analyzes the role most men have been programmed to play in our society and expresses concern with the effect of male stereotypes on men and women. $8.95.

Giele, J. **Changes in the modern family: Their impact on sex roles.** *American Journal of Orthopsychiatry,* October 1971, 41. Reprint available from KNOW, Inc., Box 86031, Pittsburgh, Pa. 15221. The worlds of women and men increasingly overlap; discussion of changes and sex roles. 30¢.

Howe, Florence (Ed.). **Women and the power to change.** 1975. New York: McGraw-Hill. The effect of the feminist movement as experienced by four academic women is charted in the histories of their lives as feminists in the world of higher education. Their essays show how the present educational system obstructs the equalization of power and suggest the possibility of change. $7.95.

Journal of Afro-American Issues. **Black women in America,** 2(3), Summer 1974. This special issue contains eight articles which offer insight on the double jeopardy of black women: sexism and racism. Available from *Journal of Afro-American Issues*, 1629 K St., N.W., Suite 520, Washington, D.C. 20006. $4.

Law, Margaret E. (Ed.). **Goals for women in science: women in science and engineering.** 1972. The number of scientists who are women is a small percentage of the total. This publication reviews the current situation and suggests goals for women in science over the next decade. Write to the Laboratory of Physics, Harvard University, Cambridge, Mass. 02138. $3.

McGuigan, D. (Ed.) **A sampler of women's studies.** Ann Arbor: University of Michigan Center for Continuing Education of Women, 1973. Seven papers by women scholars discuss women in mythology, dance, American politics, the law, and other areas. $2.50.

Maupin, Joyce. **Working women and their organizations: 150 years of struggle.** Berkeley: Union WAGE Educational Committee, 1974. How women organized, from the first women's strike in 1824 to organizing drives and picket lines today, is outlined in this booklet. This is an especially good book for the high-school teacher and her/his students. Available from Union WAGE, P.O. Box 462, Berkeley, Ca. 94701. $1 plus .25 postage.

Medsger, Betty. **Women at work.** 1975. New York: Sheed and Ward, Inc. Hundreds of women across the United States are photographed at their jobs doing all the work women have always done. The factory worker, the teacher and the office worker, as well as the coal miner, the lobster woman and the stevedore are pictured. The essays and comments accompanying the photographs of the women at their jobs provide a beautiful photographic documentary of working women. $7.95.

Pleck, Joseph M. and Jack Sawyer (Eds.). **Men and masculinity.** Los Angeles: Spectrum Productions. 1974. This is a collection of writings about the men's liberation movement, covering many aspects of "masculine" problems from child care to politics. $2.95.

Schneir, M. (Ed.) **Feminism: The essential historical writings.** New York: Vintage Books, 1972. The unknown history of womankind: essays, fiction, memoirs, and letters by major feminist writers.

Stanton, E. **Seneca Falls Resolutions—1848.** Reprint available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Resolutions and declarations adopted at the first equal rights for women meeting in the U.S. (and the world?). 10¢.

Steinem, G. **Women's liberation aims to free men, too.** The *Washington Post*. June 7, 1970. Reprint available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Discussion of the women's liberation movement as a liberating force for men as well as women. 10¢.

Technical Education Research Centers. **Women at work: report on a series of regional and national seminar/workshops on women in the world of work.** 1974. This report includes the speeches, agenda, participant lists, bibliography and evaluation of the seminar which was designed to further development of leaders in vocational-technical education. Available from TERC at 2401 Virginia Ave., N.W., Washington, D.C. 20037. $8.50.

U.S. Center for International Women's Year. **1975 is international women's year.** 1630 Crescent Place, N.W., Washington, D.C. 20009. Paper outlining IWY 75 goals: equality, development and peace at the international level and U.S. participation.

The following items are available from the **Women's Bureau**, U.S. Department of Labor, Washington, D.C. 20210 (unless otherwise indicated). With one exception, these items are free.

Facts on women workers of minority races. May 1974. Paper gives statistics on women by age, race, sex, marital status, number of children, education, occupation groups, salary and wages.

Functions and services of the Women's Bureau. Services provided: clearinghouse of ideas and information, reference source, advisory and technical assistance, dissemination of information; active leadership.

Hovey, M. **A doughty lady turns 50.** Reprint from *Manpower*. March 1970. 2. History of the Women's Bureau from its creation in 1920 to the 70s.

Steps to advance equal employment opportunity for women. 14 ways to help ensure equality.

Twenty facts on women workers. June 1974. Did you know "nine out of ten girls will work at some time in their lives?" 19 more facts.

Women workers in (by state). 1970. Comprehensive analysis of women in the labor force by age, education, marital status, occupation, income, race and sex.

A working woman's guide to her job rights. 1974. Publication is a guide to knowing your rights: before, during and after working. Single copy free from the Women's Bureau. Multiple copies 60¢ (25% disc. on 100) from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Fully employed women continue to earn less than fully employed men of either white or minority races. 1974. Bar graphs illustrate differences in women's and men's earnings.

Most women work because of economic need. 1974. Bar graph representation of women in the labor force by marital status.

Women are underrepresented as managers and skilled craft workers. 1974. Bar graph illustration of percentages of women in various occupations as managers.

U.S. Department of Commerce, Bureau of the Census. **We the American women.** 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Statistical profile of women in American society. 45¢.

U.S. Department of HEW, Office of Education, National Center for Educational Statistics. **Selected statistical notes on American education.** February 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Comprehensive statistics on enrollment, attendance, expenditures, teacher-characteristics and more. Free.

U.S. Department of Labor, Bureau of Labor Statistics. *May Monthly Labor Review* is devoted to **"Women in the workplace"** with articles about women and the trades, labor unions, earnings, professions, working mothers and recent trends and long-run prospects. 97(5), May 1974. Available from the Government Printing Office, Washington, D.C. 20402. $1.40.

U.S. Department of State. **International women's year 1975.** *Gist*. August 1974. Bureau of Public Affairs, Washington, D.C. Paper lists background and goals of IWY 75.

Verheyden-Hilliard, M. **Testimony before Communications Subcommittee of Senate Commerce Committee in hearings on children's television programming.** Reported in *Media Report to Women*, September 1974. 3306 Ross Place, N.W., Washington, D.C. 20008. Discussion of the distorted and limited view of the role of girls and women in our society as presented in children's television programming.

Vivo, Paquita. **The Puerto Ricans, an annotated bibliography.** Ann Arbor: R. R. Bowker, 1973. This book is a guide to nearly 2600 publications, films and other material which contributes to an understanding of the Puerto Rican experience. Available from Universidad Boricua, 1766 Church St., N.W., Washington, D.C. 20036. $14.95.

Women's Task Force, American College Personnel Association of the American Personnel and Guidance Association. Their paper gives background and functions of the Task Force—a major focus will be on legal rights. Write to Nancy L. Balick, 1801 E. 12th Street, Cleveland, Ohio 44114 for information.

SPORTS

American Civil Liberties Union, Women's Rights Project. **Sex discrimination in athletics and physical education.** 1975. This is a comprehensive packet of materials containing legal and organizing advice on fighting illegal sex discrimination. Also included is an excellent bibliography. Available from the Women's Rights Project, ACLU, 22 East 40th St., New York, N.Y. 10016. $1.50.

Harris, Dorothy, V. (Ed.). **DGWS research reports: women in sports.** District of Columbia: American Association for Health, Physical Education and Recreation. 1973. Women in sports in relation to physiology, psychology, teaching and coaching is discussed in this issue by the Division for Girls and Women's Sports. Write to AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. $3.

Hoepner, Barbara J. (Ed.). **Women's athletics: coping with controversy.** District of Columbia: American Association for Health, Physical Education and Recreation. 1974. This report provides an overview of women in sports today. Among the topics discussed are: intercollegiate athletics, the Olympics and sociological aspects of women in sports. Available from AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. $3.25.

Revolution in women's sports. Reprint from *WomenSports*. September 1974. 1660 South Amphlett Blvd., Suite 266, San Mateo, Calif. 94402. 24-page comprehensive report on the women's athletic rebellion: the laws, monetary inequities, where the power is, the coed team debate, children's attitudes towards sports, and more. Plus: The action manual: Talking back, snappy comebacks to sexist arguments, using the law to fight back, winning athletic scholarships, getting help. This report is one of the best resources about women and sports. $1.00.

LAW

Education Commission of the States. **Digest of federal laws: equal rights for women in education. Report #61** from the Equal Rights for Women in Education Project. 1975. A detailed content analysis of the federal statutory scheme dealing with equal rights is organized to permit comparison between federal and state schemes affecting women in education. Data charts provide easy reference. Available from the Education Commission for the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, Col. 80203. Free.

Harvard University Center for Law and Education. **Inequality in education. Sex discrimination,** 18, October 1974. Six articles discuss the legal aspects of discrimination in education. Annual subscription (published quarterly) is $6. Individual copies $1.50.

National Education Association. **Combating discrimination in the schools.** 1973. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Booklet outlines major anti-discrimination laws and regulations and offers suggestions for filing complaints. Appendices give check lists for determining race and sex discrimination in the school and sources of help. $1.25.

National Education Association. **What is affirmative action?** 1973. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Booklet is in question and answer form as a way of determining discrimination in educational institutions regarding employment. $1.00.

National Organization for Women. **The Equal Rights Amendment: what does it mean to you?** 1974. NOW Public Information Office, 1266 National Press Building, Washington, D.C. 20045. This brochure briefly outlines the proposed amendment and lists the benefits of ERA for men and women under the law. Copies of this and other ERA materials are available from the NOW Public Information Office. Free.

National Organization for Women, Essex County, New Jersey Chapter v. Little League Baseball, Inc. Supplemental findings, determination and order. State of New Jersey, Department of Law and Public Safety, Division of Civil Rights, Docket No. AJ05SB-0494, January 1974. Material in this case provides useful data about girls and women in sports (State of N.J. ruled against Little League). For a copy of the **Findings,** write to N.J. Division of Civil Rights, 1100 Raymond Blvd., Newark, N.J. 07102. There is a charge for xeroxing.

Pearson, Jessica. **A handbook of state laws and policies affecting equal rights for women in education.** Report #62 from the Equal Rights for Women in Education Project. 1975. The **Handbook** presents a state-by-state compilation of the legislation prohibiting sex discrimination including data charts which give a quick sketch of the findings, i.e., state anti-discrimination agencies, disposition of sex discrimination complaints—1974, state labor laws affecting women employed in education, etc. Available from the Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Col. 80203. $2.

Project on the Status and Education of Women, Association of American Colleges. **Sex discrimination provisions concerning students and employees as contained in the Higher Education Act of 1972.** 1818 R Street, N.W., Washington, D.C. 20009. Comprehensive five-page outline of Title IX provisions. Free.

Rawalt, M. **Support of the Equal Rights Amendment to the Constitution—Testimony before the Subcommittee on Constitutional Amendments.** June 1970. Reprinted by KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Attorney Rawalt's analysis of the laws compels the conclusion that American women are without equal protection and due process. 20¢.

Title IX: prohibition of sex discrimination. Public Law 92-318, Ninety-second Congress, 1972. Write to your Congressperson for copy of this landmark law prohibiting sex discrimination in education. Free.

U.S. Department of HEW, Office of the Secretary, Office for Civil Rights. **Higher education guidelines: Executive order 11246.** 1972. Washington, D.C. 20201. Requirements of the order for nondiscrimination in situations of higher education (with detailed appendices of other civil rights laws) are outlined in these guidelines. Free.

U.S. Department of HEW, Office for Civil Rights. **Sex discrimination.** 1973. Washington, D.C. 20201. Pamphlet outlines prohibitions against sex discrimination under existing federal laws and regulations. List of the ten regional Offices for Civil Rights is included. Free.

U.S. Department of HEW/Office for Civil Rights. **Final Title IX Regulation implementing Education Amendments of 1972 prohibiting sex discrimination in education.** July 1975. Included with the Regulation is a statement by Secretary Weinberger which discusses major issues of the law, an HEW Fact Sheet outlining "Title IX—Civil Rights," and "Title IX Questions and Answers." Washington, D.C. 20201. Free.

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. **Brief highlights of major federal laws and orders on sex discrimination.** 1973. Washington, D.C. 20210. Free.

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. **Laws on sex discrimination in employment: Federal Civil Rights Act, Title VII; State Fair Employment Practices Laws; Executive Orders.** May 1973. Washington, D.C. 20210. Free.

Weitzman, Lenore J. **Legal regulations of marriage: tradition and change.** Reprinted from California Law Review, 62(4), July-September 1974. Paper outlines both the traditional marriage contracts and alternative individual contracts.

Project on the Status and Education of Women, Association of American Colleges. **Federal laws and regulations concerning race and sex discrimination in educational institutions.** 1973. Prepared by Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Handsome two-color poster (22½" x 35") presents in chart-form everything you need to know to file a complaint. Free.

U.S. Department of HEW, Office for Civil Rights. **Students: Equal opportunity in higher education is your right regardless of race, color, national origin or sex.** 1973. Information Office, 330 Independence Avenue, S.W., Washington, D.C. 20201. Shiny three-color 12" x 15" poster reminds us that equality in counseling, facilities, housing, etc. IS the law. Free.

REPORTS ON SEXISM IN SCHOOLS: RECOMMENDATIONS FOR CHANGE

Ann Arbor National Organization for Women, Committee to Eliminate Sex Discrimination in Public Schools and the Discrimination in Education Committee. **An action proposal to eliminate sex discrimination in Ann Arbor Public Schools.** 1972. c/o Marcia Federbush, 2000 Anderson Ct., Ann Arbor, Mich. 48104. $1.00.

Berkeley Unified School District, Women's Task Force. **In-progress report to the Board of Education.** 1972. Women's Task Force, 1401 Walnut Street, Berkeley, Calif. 94709. Write for copy.

Boulder National Organization for Women Education Task Force. **Sex role stereotyping in the Boulder schools.** 1972. Available from Sharon L. Menard, 2348 N. 107th St., Lafayette, Colorado 80026. $2.75.

Bureau of Equal Educational Opportunity, Massachusetts Department of Education. **Recommendations pertaining to access to equal educational opportunity.** 182 Tremont Street, Boston, Mass. 02111.

Citizens' Advisory Council on the Status of Women. **Need for studies of sex discrimination in public schools.** 1971. Department of Labor Building, Room 1336, Washington, D.C. 20210.

Cohen, M. **Stop sex role stereotypes in elementary education. A handbook for parents and teachers.** Connecticut Public Interest Research Group (Conn. PIRG), P.O. Box 1571, Hartford, Ct. 01601. This resource includes an appendix on Title IX as it pertains to elementary education and a 19-page Positive Image Booklist for girls and boys. Write for copy.

Commission on Civil Rights of Puerto Rico. **La igualdad de derechos y oportunidades de la mujer Puertorriquena.** San Juan: 1972. Comprehensive survey of the position of women in Puerto Rican society, covering education, employment and more.

Dayton Public Schools, Women's Rights Committee. **The time is now and choices.** 1973. Available from Joyce Kaser, Communications Coordinator, Dayton Public Schools, 348 West First St., Dayton, O. 45402.

Emma Willard Task Force on Education. **Sexism in education.** (2nd ed. rev.) Box 14229, University Station, Minneapolis, Minn. 55408. $3.50.

Federbush, M. **Let them aspire: A plea and proposal for equality of opportunity for males and females in the Ann Arbor Public Schools.** 1971. KNOW, Inc., Box 86031, Pittsburgh, Penna. 15221. $2.50.

Hawaii Task Force on Sex Bias in Education. **Report on sex bias in the public schools of Hawaii,** 1975. Write to the Hawaii Task Force on Sex Bias in Education, c/o Ms. Norma Titcomb, Chairperson, 2027 Malakaa, Honolulu, Ha. 98622. $10.

Kalamazoo Public Schools, Committee to Study Sex Discrimination. **Five reports on sexism in the Kalamazoo public schools.** 1973. Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Mich. 49001. $5.00.

Kunkel, G. **Eliminating sexism from the public schools of Washington State.** Ad-hoc Committee for Women and Girls in Education K-12, 3409 S.W. Trenton Street, Seattle, Wash. 98126. Guide includes discussions of women in education, women's place in society; outline of laws and regulations pertaining to sex discrimination; career education; sexism in curriculum and counseling, plus recommendations for change. $1.00.

New York City National Organization for Women. **Report on sex bias in the public schools.** 1972 (Rev. ed.) Available from NOW, 47 East 19th St., N.Y., N.Y. 10003. $2.75.

Pennsylvanians for Women's Rights. **Self-study guide to sexism in schools.** 1973. Available from Jeanne Boydston, Deputy Secretary's Office, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126. A model organizing tool for community and statewide groups.

Peoria Chapter Education Task Force, National Organization for Women. **Free to dream: A study of sex-role stereotyping in elementary career awareness books.** 1974. 904 E. Nebraska, Peoria, Illinois 61603. *Free to dream* is a careful analysis of the career awareness books currently used in schools. Books from 15 series and 18 non-series books are reviewed. $1.50.

Rothchild, N. **Sexism in schools: A handbook for action.** Available from author, 14 Hickory Street, Mahtomedi, Minn. 55155. A practical guide to start challenging school sexism. $2.00.

Sex Bias Task Force, Minnesota Department of Education. **Report to the Minnesota State Board of Education.** Capitol Square, 550 Cedar Street, St. Paul, Minn. 55101.

U.S. Congress, House Committee on Education and Labor Hearings, **2. Section 805 of H.R. 16098, June 1970.** Two-volume resource contains papers and statements on the status of women and education by such persons as Lucy Komisar, Wilma Scott Heide, Pauli Murray, Matina Horner and Alice Rossi. Available from your Congressperson. Free.

Weitzman, L., et al. **Sex role socialization in picture books for pre-school children.** 1971. KNOW, Inc., Box 86031, Pittsburgh, Penna. 15221. Analyzes Caledecott Medal winners since 1938—these books are in all the school systems. 70¢.

Women on Words and Images. **Dick and Jane as victims: Sex stereotypes in children's school readers.** 1972. Princeton, New Jersey, P.O. Box 2163, 08540. These textbooks are also used in all the school systems throughout the country. $1.75.

SOURCES OF INFORMATION AND HELP . . . Some Useful Addresses

Advocates for Women. 654 Market Street, San Francisco, Calif. 94104. An economic development center working on employment and credit discrimination and aiding women starting their own businesses.

American Civil Liberties Union Women's Rights Project. 22 East 40th Street, New York, N.Y. 10016. The project handles constitutional litigation, lobbies for national legislation and disseminates information. *Rights of women,* an employment guide to the legal rights of women. 95¢.

American Federation of Teachers, Women's Rights Committee. 1012 14th St., Washington, D.C. 20005. Write for their list of pamphlets and education materials.

Asian American Studies Center Publications. P.O. Box 24A43, Los Angeles, Calif. 90024. Spring 1974 issue of *Amerasia Journal* devoted to women.

Asian Women's Center. 722 S. Oxford Avenue, Los Angeles, Calif. 90005. An organization devoted to the needs of Asian women.

Black Women Organized for Action. P.O. Box 5072, San Francisco, Calif. 94115. Maintains talent bank of black women; publishes newsletter with job listings.

Black Women's Employment Project, NAACP Legal Defense and Education Fund, Inc. 10 Columbus Circle, New York, N.Y. 10019. A research and education program planning a nationwide study of discrimination against black women in employment.

Black Women's Institute, National Council of Negro Women. 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. Sponsors education and research programs; operates Resource Service Center to help women with employment, day care, health, education, legal assistance and welfare rights.

Center for the American Woman in Politics. Eagleton Institute of Politics, Rutgers University, New Brunswick, New Jersey 08903. A nonpartisan research and information center: model educational programs, research, conferences and dissemination of information.

Center for Women Policy Studies. 2000 P Street, N.W., Suite 508, Washington, D.C. 20036. Project reports available to the public.

Chicana Service Action Center. 5340 E. Olympic Blvd., Los Angeles, Calif. 90022. Handles job placements and training, supportive services, counseling. Publishes *SAC Newsletter*.

Citizens' Advisory Councils on the Status of Women, Interstate Commission, 1249 National Press Building, Washington, D.C. 20004. Write for address of Council in your area.

National Black Feminist Organization. 285 Madison Avenue, Room 1720, New York, N.Y. 10017. Write for information.

National Chicana Institute. P.O. Box 50155, Dallas, Texas 75250. An umbrella group coordinating the activities of several Chicana groups.

National Organization for Women. National office, 5 S. Wabash Street, Suite 1615, Chicago, Illinois 60603. Write for address of local chapter.

NOW Legal Defense and Education Fund. 9 West 57th Street, New York, N.Y. 10019. The litigation, research and education arm of National Organization for Women.

Office for Civil Rights, U.S. Department of HEW. Washington, D.C. 20201. Write for the address of the office in your region.

Project on Equal Education Rights, NOW Legal Defense and Education Fund. 1029 Vermont Avenue, N.W., Washington, D.C. 20005. Project monitors and disseminates information on the enforcement of the Title IX sex discrimination ban in elementary and secondary schools.

Project on Sex Equality in Guidance Opportunities, American Personnel and Guidance Association. 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Project holds workshops and disseminates information on sex equality in education. Copies of *Resources for Counselors, Teachers & Administrators* and *Handbook for Workshops on Sex Equality in Education* available from the Project.

Project on the Status and Education of Women, Association of American Colleges. 1818 R Street, N.W., Washington, D.C. 20009. Project compiles materials on the status and education of women in higher education.

Rape Crisis Center. P.O. Box 21005, Washington, D.C. 20009. Center handles counseling, medical and legal referrals for rape victims. Center is national clearinghouse for information on rape.

Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education. 1201 16th Street, N.W., Washington, D.C. 20036. The center is funded to assist school systems and state departments of education in combatting sexism.

U.S. Center for International Women's Year, 1975. 1630 Crescent Place, N.W., Washington, D.C. 20009. Write for information.

U.S. Commission on Civil Rights. *Civil Rights Digest* published quarterly; Spring issue 1974 devoted to women. 1121 Vermont Avenue, N.W., Room 410, Washington D.C. 20425. Free.

Women's Action Alliance. 370 Lexington Avenue, New York, N.Y. 10017. Alliance provides organizing assistance and information packets on the women's movement; is developing a nonsexist early childhood education program. Available for 25¢.

Women's Bureau, U.S. Department of Labor. Washington, D.C. 20210. Write for their publications list. Over 75 listings of excellent resource material. Useful in the classroom. Price list included although much of the material is free.

Women's Centers: Where are they? A directory prepared by the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009. Write for copy.

WEAL Education and Legal Defense Fund, Inc. 821 National Press Bldg., Washington, D.C. 20004. Publishes information on sex discrimination.

Women's History Research Center, Inc., Library. 2325 Oak Street, Berkeley, Calif. 94708. The Center distributes microfilmed and printed material on the women's movement. Write to the Center for a listing.

Women's Media Alliance. 155 E. 77th Street, New York, N.Y. 10021. Material on sex discrimination in television and films to be used to set up a resource center.

PUBLISHERS, BOOKSTORES AND OTHER SOURCES

Where to find the material:

Akwesasne Notes. Mohawk Nation, Rooseveltown, N.Y. 13683. This newspaper is the official publication of the Mohawk Nation at Akwesasne. Subscription is by contribution.

American Association of University Women. **Professional Women's Groups.** Write to the Association for latest listings of women's caucuses, committees and professional associations. AAUW, 2401 Virginia Ave., N.W., Washington, D.C. 20037.

Change for Children. 2588 Mission Street, Rm. 226, San Francisco, Calif. 94110. Non-sexist, non-racist curriculum materials for pre-school and elementary school children. Write for brochure.

Council on Interracial Books for Children. Racism and Sexism Resource Center for Educators, 1841 Broadway, New York, New York 10023. Write to the **Council** for catalogs and listings.

E.E.O. Reporter. Box 391, Madison, New Jersey 07940. Bi-monthly issues concerning equal educational opportunity, provide accurate and authoritative information on employee rights, litigation and court cases. Yearly subscription is $72.

Everywoman's Center. University of Massachusetts, Amherst, Mass. 01002. ***A feminist looks at educational software materials,*** by Lois Hart. $1.25.

Feminist Book Mart. 162-11 Ninth Ave., Whitestone, N.Y. 11357. Free catalog of women's books and non-sexist children's books.

Feminist Press. Clearinghouse on Women's Studies. College at Old Westbury, Box 334, Old Westbury, N.Y. 11568. Clearinghouse for information on non-sexist educational curriculum materials for elementary and high school levels. Publishes more than a dozen paperback feminist biographies, non-sexist children's books and reprints of various works by women. Write for catalog.

Feminist Resources for Equal Education. Box 185, Saxonville Station, Framingham, Mass. 10701. Sets of photos of women in non-traditional roles: (1) community helpers, (2) professional women. $2.00 a set.

First Things First. 23 Seventh St., S.E., Washington, D.C. 20003. A fe mail order house carrying books for and about women and non-sexist books for children. Write for catalog.

Joyful World Press. 468 Belvedere St., San Francisco, Calif. 94117. Non-sexist children's books. Write for information.

KNOW, Inc. P.O. Box 86031, Pittsburgh, Pa. 15221. Non-profit feminist publisher of reprints, course designs and other books. Send for free catalog.

Lollipop Power. Box 1171, Chapel Hill, N.C. 27514. Non-sexist children's books. Write for information.

Media Report to Women. 3306 Ross Place, N.W., Washington, D.C. 20008. Monthly report on "what women are doing and thinking about the communications media"—facts, actions, ideas and philosophy. Year's subscription $10 for women, $15 for others.

Ms. Magazine. Subscription Department, 370 Lexington Ave., New York, N.Y. 10017. This monthly is a useful periodical for teachers and students of women's studies; includes articles about forgotten women in history, non-sexist children's stories. $9.00 a year (single copy $1.00).

National Education Association. Customer Service Section 148, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Write for brochure of non-sexist print and audiovisual materials.

Scarecrow Press, Inc. 52 Liberty Street, Metuchen, New Jersey 08840. Write for catalog of non-sexist children's books.

Signs: a journal of women in culture and society. A new quarterly which will be chiefly devoted to articles in the range of academic fields should provide a forum for what is newest in current theory and research. Write to **Signs,** the University of Chicago Press, 11030 Langley Ave., Chicago, Ill. 60628. Yearly subscription: $16 for institutions and $12 for individuals.

The Spokeswoman. 5464 South Shore Drive, Chicago, Illinois 60615. This independent monthly newsletter for women includes analysis of the critical issues with coverage of the news. Help Wanted and Classified Ad sections are part of each issue. Year's subscription is $9 for individuals, $16 for institutions.

Times Change Press. Penwell Rd., Washington, New Jersey 07882.

Union WAGE. This is a bi-monthly newspaper focusing on women in the trade union movement. P.O. Box 462, Berkeley, Ca. 94701. A year's subscription is $3.

Women's Bureau, U.S. Department of Labor. Washington, D.C. 20210. Write for *Publications of the Bureau* 1974. Free.

The Women's Liberation Center of Nassau County. 14 W. Columbia St., Hempstead, L.I., N.Y. 11550. *Syllabus on Women's Role in Society* by the Nassau County Women's Center. For use as a unit within the regular high school social studies and English curriculum. Write for information.

Women's Rights Committee of the American Federation of Teachers. 1012 14th Street, N.W., Washington, D.C. 20005. Write for listings of pamphlets and curriculum materials.

WomenSports Magazine. Subscription Department, 1660 South Amphlett Blvd., San Mateo, Calif. 94402. A useful resource for all teachers and all students. The September 1974 issue's tearout section, *The revolution in women's sports,* is a comprehensive report of the issues today: Title IX, the coed team debate, monetary inequities, where to get help, how to use the law, and more. $8.95 a year ($1.00 single copy).

Women Today. National Press Building, Washington, D.C. 20004. ***Women Today*** is a bi-weekly newsletter that keeps track of women in the news, as well as issues and current events of importance to women. Subscription rate is $18 per year.

Women's Work. In six issues a year, **Women's Work** provides information about employment for women: job ideas, employment trends, listings, resources and more. Write to Washington Opportunities for Women, 1111 20th St., N.W., Washington, D.C. 20036. Subscription rate is $5.

YWCA of Los Angeles. Jeanne Scott, 1215 Lodi Pl., Los Angeles, Calif. 90038. Write for their brochure on the Vocational Readiness Package.

FILMS: A Few Catalogs

GSA Federal Women's Program. ***Films on the women's movement.*** June, 1973. Washington, D.C. 20405. Compilation is a 35-page listing of films dealing with some aspect of women's lives or the women's movement. Write for a copy.

Project on the Status and Education of Women. Association of American Colleges. ***Women and film: A resource handbook,*** 1818 R Street, N.W., Washington, D.C. 20009. This handbook arranges listings in useful categories: feature length films, short films, slide programs, International Festival of Women's films, plus helpful advice for planning a festival. Write for a copy.

New Day Films. P.O. Box 315, Franklin Lakes, New Jersey 07414. New Day Films is a distribution cooperative for films about women. Write for free catalog.

University of California, Extension Media Center. ***Sex role stereotyping in schools series.*** 2223 Fulton Street, Berkeley, Cal. 94720. Write for information.

Women and Film. Program notes from women and film. 9a Charles Street West, Toronto, Ontario M4Y1R4, Canada. Program reviews the 1973 Toronto Film Festival and includes descriptions and whereabouts of many films by women.

Women's Film Cooperative. ***Women's film coop catalog.*** Valley Women's Center, 200 Main Street, Northampton, Mass. 01060. This excellent 35-page resource "is a critical selection of films made by women or men, which have a direct bearing on the women's liberation movement." $2.00.

FROM: Mary Ellen Verheyden-Hilliard
National Coordinator, Education Task Force
3747 Huntington Street, N.W.
Washington, D.C. 20015

RE: Your inquiry of ________. We hope the following list will be of help to you and will lead to other resources. It is in no way an inclusive list and is designed as a "starter" set. We regret we cannot always answer every request individually. Good luck in your undertaking!

NATIONAL ORGANIZATION FOR WOMEN: Information on Sexism in Education:

Any Child Can!
Annotated Non-Sexist Booklist-Picture Books to Young Adults.
San Diego Education Task Force - NOW
P.O. 22264
San Diego, California
92112 ($.25)

Free to Dream: A Study of Sex-Role Stereotyping in Elementary Career Awareness Books
Peoria Education Task Force NOW
904 E. Nebraska
Peoria, Illinois 61603 ($1.50)

Evaluation of Sexism in New Reading Systems
Copper Country, Michigan NOW
Route 2, Box 9B
Chassell, Michigan 49916

Sexism in Elementary School Textbooks, A Study - Recommendations
Springfield NOW
P. O. Box 1694
Springfield, Illinois 62704
($1.50 for non-NOW, $1 for NOW)

Woman's Place is in the World, Study of Role Stereotypes in Elementary Textbooks, October 1974
NOW Wayne Township Textbook Task Force
NOW Fairborn Chapter
6390 Alp Court
Dayton, Ohio 45424 ($2.50)

Report of the Lakewood Task Force for Equality in Education
Lakewood Education Task Force
1261 W. Clifton Boulevard
Lakewood, Ohio 44107

A HERstory reading list in AMERICAN HISTORY AND RELATED BIOGRAPHY AND FICTION FOR THE JUNIOR HIGH
Jean L. Ambrose, Women's Rights Task Force on Education of N.J. NOW
549 Lenox Avenue
Westfield, New Jersey
02090 ($.50)

NOW Education Task Force Report: Elementary Social Studies Curriculum
St. Charles NOW
3202 Southwick
St. Charles, MO. 63301

Women's Studies Course at the Junior High Grade Level: A Curriculum Guide
Canton Education Task Force
2505 Broad Avenue, N.W.
Canton, Ohio 44708

Sex Bias in First Grade Reading Books ($.50)
Nonsexist Second Grade Teacher's Supplement($1)
Children's Nonsexist Booklist: Pre-school and Early Elementary ($.35)
Children's Nonsexist Booklist: Late Late Elementary ($.35)
Midland Chapter of NOW
P. O. Box 1243
Midland, Michigan 48640

Results of Physical Education and Athletic Survey ($1)
Curricular Guide on Women and the American Culture ($L)
Sex Role Stereotyping in the Boulder School System ($2.75)
Boulder Colorado NOW
2348 North 107th Street
Lafayette, Colorado 80026

Suggested Reading of Non-Sexist Books for Preschool and School Aged Children: List compiled by National Organization for Women, Montgomery County Task Force on Education, P.O. Box 2301 Rockville, Maryland 20852. Feminist Resources for Equal Education, P.O. Box 185, Saxonville, Station, Framingham, Massachusetts 01701.

To Superintendents requesting information on the status of women in their school system: Sample letter requesting information, the questionnaire, second request letter and thank you letter. Trumball County NOW, 745 Oak Knoll, N.E., Warren, Ohio 44483 ($2.00)

Assorted bibliographies and suggestions for non-sexist education: Greater Champaign Area Chapter NOW, 809 South Fifth, Champaign, Illinois 61820 ($2.00 + postage)

Women in History Lesson Plan. Geared to student involvement. Basis for unit on study of American women. Education Committee-Los Angeles NOW, 743 S. Grand View Street, Los Angeles, California 90057 ($1.00)

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NATIONAL ORGANIZATION FOR WOMEN: Slide Shows and Films From NOW Chapters:

THE IMAGE OF WOMEN & GIRLS IN THE PRIMARY READER. Slide show. 80 slides. 45 mins. Sale: $47.50
Textbook Task Force
San Diego NOW
P. O. Box 22264
San Diego, California 92122

DICK AND JANE AS VICTIMS: Sex Stereotyping in Children's Readers. Slide show. 140 slides. 30 mins. script & tape narration. Sale: $300. Rental: $35 + postage
Women on Words and Images
P. O. Box 2163
Princeton, New Jersey 08540

BEYOND RUFFLES AND RESTRAINT Illustrates how typical socializing influences at home and school damage the self-esteem of girls. Color slide show. 1 hr. Sale: $22 Allow 4 to 6 weeks for delivery
Education Committee - Los Angeles NOW
743 S. Grand View Street
Los Angeles, California 90057

THIS BOOK IS RATED 'S' -- A report on sexism in children's literature. Slide show. Taped narration. Rental: $15
Educational Task Force
Fort Worth NOW
3800 Trail Wind Lane
Fort Worth, Texas 76109

GIRLS ARE WEAK. Slide show. 140 slides.
Education Task Force
San Bernadino/Riverside NOW
616 East Citrus
Redlands, California 92373

UPPITY PUPPETRY. Puppet show dealing with sex role stereotyping in elementary school books. 1" color videotape takes half hour. Rent: $5 + postage.
Santa Barbara NOW
P. O. Box 931
Goleta, California 93017

SEX STEREOTYPED TOY MARKETING Slide show. 49 slides and script. 1/2 hr. Study of practices of several toy distributors, stressing those toys aimed specifically at one sex or the other and the implications of this practice.
Ms. Gail L. Weaver
South Hills NOW
403 Hi Tor Drive
Pittsburgh, Pennsylvania 15236

SEXUAL STEREOTYPING IN TEXTBOOKS: People Finish Last. Slide show. 96 slides. 6 page script. Sale: $30
Andrea Mohn
1405 Gladstone Drive
Sacramento, California 95825

SEXISM IN CALIFORNIA STATE READERS. Slide show. 25 slides.
Nancy Carroll
8441 Balboa Blvd, Apt. 30
Northridge, California 91324

ANYTHING YOU WANT TO BE (film maker Liane Brandon) Black & white. 8 mins. Rental: $5. Humorously poses the paradox of a high school girl who is told she can be anything she wants but is continually shunted into traditional women's roles.
Los Angeles NOW Chapter
8864 West Pico Boulevard
Los Angeles, California 90035

DISCRIMINATION AGAINST WOMEN IN EDUCATIONAL TEXTBOOKS 26 slides of elementary textbooks used in California and other states. 1 hr. Rental: $15 incl. postage.
Education Committee
San Fernando Valley NOW
P. O. Box 20
Canoga Park, California 91303

ADDITIONAL INFORMATION ON SEXISM IN EDUCATION:

Need for Studies of Sex Discrimination in Public School
Citizen's Advisory Council on the Status of Women, Dept. of Labor - Bldg. 1336
Washington, D.C. 20210

Let Them Aspire!
Ms. Marcia Federbush
1000 Cedar Bend Drive
Ann Arbor, Michigan
[illegible]8105 ($2.00)

Report on Sex Bias in the Public Schools
NOW - National Organization for Women
47 E. 19th Street
New York, New York 10003 ($2.75)

Recommendations Pertaining to Access to Equal Education Opportunity
Bureau of Equal Educational Opportunity
Massachusetts Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Report to the Minnesota State Board of Education by the Sex Bias Task Force
Department of Education
Capital Square
550 Cedar Street
St. Paul, Minnesota 55101 ($4)

Sexism in Education
Emma Willard Task Force on Education
Box 14229
Minneapolis, Minnesota
55408 ($4.00)

ADDITIONAL INFORMATION ON SEXISM IN EDUCATION: (Continued)

Humanism, Equal Opportunity and Awareness Committee Final Report
Spring Lake Public Schools
June 1974
Jeffers Elementary
Spring Lake, Michigan

Task Force Reports on Sex Discrimination re Textbooks, Physical Education, Personnel
Kalamazoo Public Schools
Instructional Media Dept.
1220 Howard Street
Kalamazoo, Michigan 49008

Non-Sexist Curriculum Materials for Elementary Schools
Laurie Olsen Johnson
The Feminist Press
SUNY/College at Old Westbury
Box 334
Old Westbury, New York
11568 ($5.50)

Sex Stereotypes in Elementary and Secondary Education
Norma Farquhar, Susan Dunn and Elizabeth Burr
Westside Women's Committee
P.O. Box 24D20, Village Station
Los Angeles, California 90024
($.50)

Little Miss Muffet Fights Back
Children's Media
P.O. Box 4315
Grand Central Station, New York
10017 ($.50 + self-addressed envelope)

Liberty Cap Magazine
A monthly annotated bibliography/newsletter of recently published non-stereotyped books and resources
1050 Newell Road
Palo Alto, California 94303

Final Title IX Regulation Implementing Education Amendments of 1972: Prohibiting Sex Discrimination in Education
Effective Date: July 21, 1975
Office for Civil Rights
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201 (Free)

Guidelines for Equal Treatment of the Sexes in Social Studies Textbooks
Westside Women's Committee
P.O. Box 24D20, Village Station
Los Angeles, California 90024
($.50)

An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools
Joyce Bortin
Ann Arbor NOW
2409 Pittsfield Boulevard
Ann Arbor, Michigan 48104 ($1)

Education Commission of the States Report No. 61 March 1975--A Digest of Federal Laws: Equal Rights for Women in Education (no charge)

Education Commission of the States Report No. 62 March 1975--A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education ($2.00)

Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

COMMERCIAL FILMS AND SLIDE SHOWS FROM SOURCES OTHER THAN NOW CHAPTERS & OFFICES:

Ms. Janice Mendenhall
Federal Women's Program Coordinator
U.S. General Services Administration
Office for Civil Rights
Washington, D.C. 20405

Films on the women's movement. Write to ask for list of films and addresses for ordering various titles. As supply varies, could include film, slides and videotape from time to time. On abortion, adolescence, biographies, biology, childbirth, day care, education, employment, history and literature, homosexuality, marriage and family life, minority women, motherhood, older women, other cultures, prostitution, religion, self defence, self development, welfare.

ANTHOLOGIES AND BOOKS: (Most available in paperback)

Sexism in School and Society
Frazier and Sadker
Harper Row
10 East 53rd Street
New York, New York

Sex, Gender and Society
Ann Oakley
Harper Row

Women in a Man Made World
Nona Glazer-Malbin
Rand McNally & Co.
Chicago, Illinois

ANTHOLOGIES AND BOOKS: (Most available in paperback) (Continued)

Women and the Public Interest
Jesse Bernard
Aldine Atherton, Inc.
29 South Wabash Avenue
Chicago, Illinois 60605

Sexism and Youth
Gersoni-Stavn
Bowker Company
1180 Avenue of the Americas
New York, New York 10036

Notable American Women:
A Biographical Dictionary
1607-1950 (2075 pages)
(3 volumes - paperback)
The Belknap Press
Harvard University Press
Cambridge, Massachusetts

PUBLISHERS: (Write for free lists)

1st Things 1st
23 Seventh Street, S.E.
Washington, D.C.

KNOW, Inc.
P.O. Box 86031
Pittsburgh, PA. 15221

Times Change Press
Penwell Road
Washington, N.J. 07882

Feminist Press
Box 334
Old Westbury, NY 11568

Scarecrow Press, Inc.
Metuchen, New Jersey

Lollipop Power
P.O. Box 1171
Chapel Hill, N.C. 2751

RESOURCE ORGANIZATIONS: (Write for free materials)

The Project on Equal Education Rights
(PEER) - NOW LDEF
1522 Connecticut Avenue, N.W.
Washington, D.C. 20036

Women's Bureau,
U.S. Department of Labor
Washington, D.C. 20210

Resource Center on Sex Roles in Education
1156 15th Street, N.W. #918
Washington, D.C. 20005

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009

Sex Equality in Guidance Opportunities Project
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

MULTI-STATE PROJECT: PROJECT AWARENESS STATE TRAINERS

Addresses

Multi-State Trainers Session
Boise & Sea Tac

Pat Abney
207 Seward Building
Juneau, Alaska

Janice Connor
P.O. Box 808
Douglas, Alaska 99824

Judy Thompson
Box 573
Bethel, Alaska 99559

Lucille Frey
3304 Vassar
Anchorage, Alaska 99504

Richard Spaziani
Department of Education
Pouch F
Juneau, Alaska 99801

Lynne Woods
Anchorage Borough S.D.
4600 DeBarr Road
Anchorage, Alaska 99504

Lynne Curry Tobin
Center for Staff Development
Box 38
Alaska Methodist University
Anchorage, Alaska 99504

Marsha Minden
NOW, Anchorage Chapter
PSC #1 Box 2043
APO Seattle, Wa. 98742

Pat Wilson
Alaska State Library
Pouch G
Juneau, Alaska 99801

Roberta Dowell
Department of Education
Pouch F
Juneau, Alaska 99811

Ellen Munson
Route 2, Box 195
Sandpoint, Idaho 83864

Kathryn Thiel
754 Grace Avenue
Idaho Falls, Idaho 83401

Dolores Carpenter
1671 East Elm
Pocatello, Idaho

Diane Wiebe
Route 6, Box 25
Priest River, Idaho 83856

Leila Lewis
Idaho State Department of Education
Consultant, Pupil Personnel
Boise, Idaho 83720

Robert Haakenson
Career Education Consultant
State Department of Education
Boise, Idaho 83720

Ellen S. Munson
State PTA President
Idaho State Department of Education
Boise, Idaho 83720

Rudy H. Liveritte
Coordinator, Affirmative Action
Idaho State Department of Education
Boise, Idaho 83720

Lorraine C. Gundersen
Boise Education Association
Boise, Idaho 83720

Susana Conde Liveritte
Boise School District
Boise, Idaho

MULTI-STATE PROJECT: PROJECT AWARENESS STATE TRAINERS, p. 2

Boise School District

Janet Edmunds, Teacher
BEA (Valley View School)

Marian Pritchett, Teacher-Counselor
Booth Memorial (BEA)

Don Burwell, Teacher
Borah High School

Geri Plumb, Affirmative Action Officer
Boise School District

Jean McAdams, Legislative Coordinator
PTA, Boise Schools

M.F. "Pat" Gibson, Instructor,
Language Arts
I.S.C.I. Education
Boise Schools

Delores Carpenter
Counselor
Pocatello School District 25
Pocatello, Idaho

Leonard H. Sargent
501 North Sanders
Helena, Montana 59601

Monica Kittock
428 Power Street
Helena, Montana 59601

James Burk
2001 Broadway
Helena, Montana 59601

George Jack Capps
303 Hill
Lewiston, Montana 59497

LaVerne D. Fowler
681 Elaine Street
Carson City, Nevada 89701

Amy Heintz
12020 Broken Hill Road
Reno, Nevada 89511

Austin E. Haddock
630 Westview
Carson City, Nevada 89701

Donnise Brown
475 North Main #2
Ashland, Oregon 97520

Jack Beck
220 S.E. 102nd Street
Portland, Oregon 97216

Ann Steward
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405

Larry Mylnechuck
942 Lancaster Drive Northeast
Salem, Oregon 97310

Bobbie Nunn
Portland Public Schools
631 NE Clackamas
Portland, Oregon

Jan Alexander
Oregon Department of Education
942 Lancaster Drive Northeast
Salem, Oregon 97045

Dam Grimer
Specialist, Career Awareness
Oregon State Department of Education
942 Lancaster Drive Northeast
Salem, Oregon 97302

Sydney Thompson
Coordinator, Career Program Operations
Oregon Department of Education
942 Lancaster Drive Northeast
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MULTI-STATE PROJECT: PROJECT AWARENESS STATE TRAINERS, p. 3

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EVALUATION TOOLS; EXPLANATION

The items on the following pages are included to facilitate evaluation of the workshops:

Participant Objectives -	questionnaire, for use before and after the workshop series. Gives each participant an opportunity to state his/her objectives before the workshops start, and to evaluate the workshops after they are concluded. Each participant should put a 4-digit identification number (e.g. last four digits of phone number) for redistribution of questionnaire after the workshop series.
Feedback Sheet -	for use after the workshops.
Objective Test -	for optional use by trainers; includes pre- and post-test.

ID__________

PARTICIPANT OBJECTIVES

What do you want from this workshop?

(You may want to subdivide your responses into (1) what you understand the workshop objectives to be, (2) what you hope the outcome of the workshop will be, and (3) what you personally hope to gain from the workshop. If you do, please identify your responses (1, 2, or 3). Try to focus on #(3) -- we will use your responses to evaluate this workshop.)

Objectives	Met	Partially Met	Unmet	See Comments

Comments

FEEDBACK SHEET

What did you like most about this workshop?

What did you like least about this workshop?

Please give suggestions for improving the workshop:

Improving presentations:

Improving activities:

Improving organization/structure:

Improving evaluation questions/forms:

Additional material/objectives/content that should be covered:

OBJECTIVE TEST FOR OPTIONAL USE BY TRAINERS

The following answer sheet and objective test forms A and B may be used to evaluate the effectiveness of your workshops. They may be used in pre-test/post test combination or as a single post-test.

For use as a post-test --assuming that you have a fairly even distribution of males and females; people experienced and unexperienced in the subject; and teachers, counselors, administrators, and parents ---simply administer either or both forms of the test at the conclusion of the workshop.

Score each test using the answer key below. Calculate the % correct for each participant by multiplying the number of correct responses by 6.67. (6.67 comes from 100%/15 test items.)

To find a group or sub-group average, total the individual correct-item percentages and divide by the number of people in the group or sub-group.

In the pilot test of this workshop package the average percentage of correct responses to these questions was 60% before the workshop and 80% after the workshop. If the score for your group falls below 75% you might look for ways of improving your presentation.

You can compute the average percentage correct for various sub-groups (males, females; teachers, counselors, administrators, and parents) to find whether a particular group is doing poorly and needs more attention. For instance, in the pilot workshop we found that male administrators had lower scores than other groups and attempted to strengthen the workshop package accordingly.

For use as a pre-test/post-test administer form A before the workshop begins and ask participants to fill in the "ID" blank in the upper right corner of the answer sheet so that they can retrieve their answer sheets at the end of the workshop. (You might suggest that they use the last four digits of their telephone number to remain anonymous.) At the end of the workshop have participants retrieve their answer sheets and answer form B questions on the post-test section of the answer sheet. You can now calculate changes in percentage of correct responses between the pre-test/post-test for individuals, sub-groups, and the overall group in the manner outlined above. You should expect about an average increase of 20 percentage points.

Incidentally, the "Background Information" questions on the answer sheet may be used at the beginning of the workshop to get a rough idea of the composition of your participant group.

ANSWER KEY

Form A		Form B	
1. a	9. b	1. b	9. d
2. c	10. c	2. a	10. b
3. b	11. b	3. c	11. c
4. b	12. c	4. d	12. d
5. d	13. b	5. a	13. a
6. c	14. b	6. c	14. c
7. a	15. d	7. c	15. d
8. c		8. a	

ID________.

ANSWER SHEET

Please answer the attached questions on this answer sheet so that we can evaluate the effectiveness of this workshop and strengthen it for others. We have tried to make the questions interesting and informative. Hopefully, they will provide a brief overview of the workshop content.

Background Information: (please circle one option on each line)

/ Female / Male /

/ Observer / Teacher / Counselor / Administrator / Parent / Student /

/ Little / Some / Much / prior exposure to sex discrimination issues.

Answers: (please circle one option for each item)

Pre-test	Post-test
1. a. b. c. d.	1. a. b. c. d.
2. a. b. c. d.	2. a. b. c. d.
3. a. b. c. d.	3. a. b. c. d.
4. a. b. c. d.	4. a. b. c. d.
5. a. b. c. d.	5. a. b. c. d.
6. a. b. c. d.	6. a. b. c. d.
7. a. b. c. d.	7. a. b. c. d.
8. a. b. c. d.	8. a. b. c. d.
9. a. b. c. d.	9. a. b. c. d.
10. a. b. c. d.	10. a. b. c. d.
11. a. b. c. d.	11. a. b. c. d.
12. a. b. c. d.	12. a. b. c. d.
13. a. b. c. d.	13. a. b. c. d.
14. a. b. c. d.	14. a. b. c. d.
15. a. b. c. d. e.	15. a. b. c. d. e.

1. Comparisons between HEW Regulations under Title IX of the Education Amendments of 1972, and recent state laws prohibiting sex discrimination in education (where passed), show that:
   a. State laws apply to textbooks and curriculum materials. Title IX does not.
   b. State laws do not apply to textbooks and curriculum materials. Title IX does.
   c. Both state laws and Title IX apply to textbooks and curriculum materials.
   d. Neither state laws nor Title IX apply to textbooks and curriculum materials.

2. In which one of the following quotations is there a nonsexist reference to a woman?
   a. "Saul Bellow is one of the best living writers, and Joyce Carol Oates is one of the best women writers."
   b. "The guests of honor were Harry Peters and his attractive wife Mary."
   c. "The candidates for club secretary were Donald Brant, an accountant, and Janet Washington, an attorney."
   d. "Few social reformers -- men or women -- have had as much impact as Margaret Sanger."

3. The highest unemployment rate and the lowest average wage is experienced by
   a. white women.
   b. ethnic minority women.
   c. ethnic minority men.
   d. white men.

4. "When the child completes his task, he is expected to clean up the work area" is a sexist statement. Which of the following alternatives is also sexist?
   a. "When the child completes the task, s/he is expected to clean up the work area."
   b. "When the child completes her task, she is expected to clean up the work area."
   c. "When the task is completed, the child is expected to clean up the work area."
   d. "When children complete their tasks, they are expected to clean up the work area."

5. You are looking for a non-stereotypic US history text for your class. Which of the following titles is likely to attract you?
   a. The American People: from Washington to Ford.
   b. 1492 to 1992: Our Country, Past - Present - Future.
   c. Los Estados Unidos / The United States.
   d. The American Peoples: Individual & Social Struggles.

6. Median annual earnings are affected by both sex and race. In the United States for the past 25 years the difference in median annual earnings between all men and all women has been ________, while the difference between white women and minority women has been ________________.
   a. decreasing...increasing.
   b. decreasing...decreasing.
   c. increasing...decreasing.
   d. increasing...increasing.

7. Referring to women as "chicks," "squaws," "old bags," "ladies," "broads," or "gals" is stereotyping people by ______________________________.
   a. sex, age, race and class.
   b. race, age and sex.
   c. sex, class and income.
   d. race, sex, age and income.

Form A (cont.)

8. A principal has been accused of being "sexist" and "domineering." The Superintendent has asked you to observe him in action and describe his behavior. You observe that he talks through much of the meeting. If your goal is to establish a climate of cooperation, which of the following descriptions of his behavior would be best to begin your report?
   a. "His domination of the meeting made me very uneasy."
   b. "He ought to learn to listen to others."
   c. "He talked a lot during the meeting."
   d. "He talked too much."

9. You are interested in curbing your sexist behavior, as well as that of your students. One day during a baseball game, several boys complain about having to play with girls. "It's too easy," they groan. Your nonsexist option is to ____________________.
   a. suggest that girls and boys play seperately for today.
   b. explain that all people play the best they can.
   c. take those boys out of the game.
   d. give the girls an extra out.

10. In a unit on work choices, many of the girls say they intend to get married and don't need to plan for working outside their homes. What will you do? All of the following will help the girls become aware of their stereotyped expectations, except:
   a. Distribute fact sheets on women in the labor force, including married women.
   b. Use a "life options" game showing the many circumstances under which women find themselves entering the labor force.
   c. Respond that every woman has the right to choose, and that you will respect that right.
   d. Lead a discussion on married, unmarried and formerly married women in the labor force.

11. Jane and John are both running on the playground. A teacher praises John for his strength and criticizes Jane for acting like a wild Indian. This teacher is revealing:
   a. class and sex stereotypes.
   b. racial and sex stereotypes.
   c. sex stereotypes.
   d. racial and class stereotypes.

12. HEW Regulations under Title IX of the Education Amendments of 1972 prohibit all sex bias in ______________________.
   a. textbooks.
   b. scholarships.
   c. counseling.
   d. physical education classes.

13. Boys are enrolling in your home economics courses. But all your materials assume that the students are girls being trained for traditional female roles and activities. Which of the following is not an appropriate solution.
    a. Use audio-visual materials that discuss the changing roles of men and women.
    b. Warn the boys that they might be as uncomfortable in a home economics course as girls are in an industrial arts course (talk about possible solutions, like "Bachelor Living" and "Powder Puff Mechanics" courses).
    c. Have students prepare a bulletin board display of adults engaged in non-traditional activities (e.g. Roosevelt Grier doing needlepoint).
    d. Plan sewing projects relevant to both sexes (e.g., knit stocking caps).

14. Which of the following is a nonsexist hiring criterion?
    a. "This job calls for feminine sensibilities."
    b. "We need a strong leader in this position."
    c. "Affirmative Action says hire more women: find a woman for this job."
    d. "He should have a Standard Certificate in Vocational Education."

15. Which of the following is an element of the special discrimination faced by ethnic minority women?
    a. Ethnic minority women face racial as well as sex discrimination in seeking employment.
    b. Ethnic minority women have fewer opportunities for education which might lead to higher paying jobs.
    c. Ethnic minority women are more likely to be heads of households than white women and to be the sole support of their children.
    d. All of the above.
    e. None of the above.

Form B

1. "When the child completes his task, he is expected to clean up his work area." is a sexist statement. Which of the following alternatives is also sexist?
   a. "When the child completes the task, s/he is expected to clean up the work area."
   b. "When the task is completed, the child is expected to clean up her work area."
   c. "When children complete their tasks, they are expected to clean up their work area."
   d. "When the task is completed, children are expected to clean up their work area."

2. A parent calls you to complain about the following note:
   "Dear Mother,
   Our class is planning a Valentine Party for Feb. 13. Would you like to contribute to the festivities by donating punch, cookies, or napkins?
   /s/ Pat Hawkins (Robin's teacher)"
   The parent's objection might be due to the note's implicit ___________.
   a. sexism.
   b. racism.
   c. classism.
   d. ageism.

3. HEW Regulations under Title IX of the Education Amendments of 1972 prohibit all sex bias in _______________.
   a. textbooks.
   b. scholarships.
   c. counseling.
   d. physical education classes.

4. You've been asked to encourage the school counselor to stop using different forms for boys and girls when scoring vocational preference tests. Which of the following is most likely to arouse defensive behavior?
   a. reporting events or actions: "The girls received a different form from the boys."
   b. sharing ideas and information: "I heard of a new form designed for both boys and girls. I've been thinking we might give it a try."
   c. exploring options: "Could we find some ways to report individual preferences without losing sight of actual sex differences?"
   d. making inferences or interpretations: "You really don't think girls can do as well as boys, do you?"

5. Referring to women as "chicks," "old bags," "squaws," "ladies," "broads," or "gals" is stereotyping women by _____________.
   a. sex, age, race and class.
   b. race, age and sex.
   c. sex, class and income.
   d. race, sex, age, and income.

6. Sex discriminatory language often treats women as "invisible," as in the statement that _________________.
   a. President Ford is looking for a new cook for the White House kitchen.
   b. President Ford is looking for a new ski instructor.
   c. President Ford is looking for a new Federal Trade Commission Chairman.
   d. President Ford is looking for a new Vice Presidential running mate.

Form B (cont.)

7. About 46% of all secondary school teachers are women; about ____ % of all secondary school principals are women.
   a. 46%
   b. 21%
   c. 3%
   d. less than 1%

8. An administrator has just said he's sick of all the federal regulations telling his staff what they can or can't do. You feel yourself becoming defensive. Which set of options would be most helpful in getting you off the defensive?
   a. Actively listen, buy time, or name the feeling.
   b. Actively listen, counterattack, or name the feeling.
   c. Actively listen, counterattack, or leave the room.
   d. Actively listen, buy time, or explain your feelings.

9. You are looking for a non-stereotypic US history text for your class. Which one of the following titles is likely to attract you?
   a. The American People: from Washington to Ford.
   b. 1492 to 1992: Our Country, Past - Present - Future.
   c. Los Estados Unidos / The United States.
   d. The American Peoples: Individual & Social Struggles.

10. Which of the underlined terms recognizes all the people who are part of that group?
    a. Congresspersons and their wives attended the President's reception.
    b. New uniforms have been required for mail carriers.
    c. The telephone linemen are on strike.
    d. Affirmative action regulations apply to city firemen.

11. A US history textbook you are using has almost no women's history in it. What will you do? All of the following are appropriate solutions, except:
    a. Point out the lack of attention to women's history.
    b. Provide information about women who participated in events in the book.
    c. Point out that because of discrimination women have not participated in history as much as men.
    d. Show the women's history film, "The Emerging Woman."

12. You have been asked to report on sex-discrimination in your school district. Which of the following facts does not indicate the presence of sex discrimination?
    a. The 12 Principals are all male.
    b. All clerical and kitchen workers are female; all coaches and custodians are male.
    c. All Department Heads are male (except Home Economics).
    d. The median age for female employees is 37.5; for male employees it is 41.2.

13. Parents have complained that a teacher in your school is encouraging sex discrimination by dividing the class into a "boy's line" and a "girl's line" for lunch, recess, etc. You have been asked to encourage this teacher to use non-sex stereotyped classroom management. Which of the following approaches would be the best way to avoid a defensive reaction?
    - a. "Are there other ways you can think of to line up the students?"
    - b. "Do you want to be known as a chauvinist?"
    - c. "You should try to avoid forcing stereotyped sex roles on your students."
    - d. "You ought to line up the students alphabetically. John does that, and he hasn't had a complaint yet."

14. Your social studies students challenge your claim that the text they are using is inadequate because of omissions and stereotypes. Which of the following responses to their challenge would be least appropriate?
    - a. Ask students to edit, revise, or rewrite sections of the book to give balanced coverage to all groups and non-stereotyped descriptions of them.
    - b. Assign supplementary reading for comparison with their text's treatment of the same material.
    - c. Assure students that you have been trained in textbook analysis and show them the checklist you have used for assessing the book.
    - d. Ask students to analyze sections of the book for stereotyping and exclusion of women and/or ethnic minority people.

15. Which of the following is an element of the special discrimination faced by ethnic minority women?
    - a. Ethnic minority women face racial as well as sex discrimination in seeking employment.
    - b. Ethnic minority women come from poorer families than most white women and have fewer opportunities for education which might lead to higher paying jobs.
    - c. Ethnic minority women are more likely to be heads of households than white women and to be the sole support of their children.
    - d. All of the above.
    - e. None of the above.